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ABSTRACT

This description of the Regular Education Inservice (REGI) effort in fiscal year 1981 includes a summary analysis of data from the REGI projects and a state by state compilation of project abstracts. Following the summary analysis of the REGI effort, project abstracts are organized by state or territory. Within each state or territory section, four charts summarizing characteristics of state REGI projects precede the project abstracts. Abstracts within states are arranged alphabetically by the last name of the contact person. The inservice content of the projects covers a range of material to assist regular classroom teachers to work with handicapped students in their classrooms. Topics covered are handicapping conditions, attitudes toward the handicapped, use of resources, specific teaching techniques, classroom management, individualized education programs, assessment, and legal responsibilities. Each abstract contains a description of the project, the major objectives, dissemination of information on the project, evaluation, and a listing of products generated by the project where applicable. An index of authors and topics is provided. (JD)

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Description and Abstracts of REGULAR EDUCATION INSERVICE PROJECTS (REGI)

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Preface

This description of the Regular Education Inservice (REGI) effort in fiscal year 1981 includes a summary analysis of data from the REGI projects and a state-by-state compilation of project abstracts. The National Inservice Network (NIN), as part of its linkage and dissemination function, is providing this description to a variety of parties interested in understanding the current level of the REGI effort and in improving such inservice programs in the future. Included in this dissemination process are currently funded REGI project directors, state education agency VI-D coordinators, a variety of national resource systems, and others interested in inservice education for regular education personnel working with handicapped children. Copies have also been made available to the Office of Special Education.

Following the summary analysis of the REGI effort, the project abstracts are organized alphabetically by state or territory. Within each state or territory section, four charts summarizing characteristics of the REGI projects within that state precede the abstracts of the projects. Abstracts within states are arranged alphabetically by the last name of the contact person listed.

The abstracts and summary analyses are, to the best of our knowledge, accurate reflections of this year's inservice education programs. Project directors submitted abstracts of their own projects to NIN for inclusion. Some abstracts of projects continued from last year required only minimal revision and updating. Data for the summary analyses was gathered from a variety of sources including information supplied by REGI project directors, data sheets, and budget statements. As noted, some information was not available from a few of the projects and so could not be included in this description.

A comprehensive index at the back of this document provides easy access to the abstracts across a number of different dimensions including specific training populations, target groups for service delivery, and project characteristics.

We hope that the information in this description will be useful to those currently engaged in REGI activities and to those planning inservice programs in the future. We encourage contacts with those projects of interest to increase dissemination of information and successful practices within the network of those providing inservice education to regular educators working with handicapped children.

Description of the REGI Effort

In fiscal year 1981, the Division of Personnel Preparation of the Office of Special Education/Rehabilitative Services has funded 132 regular education inservice projects. Abstracts of 126 projects are included in the state by state sections. The summary analyses that follow are based on complete information from 118 projects and partial data from the remaining 14 projects.

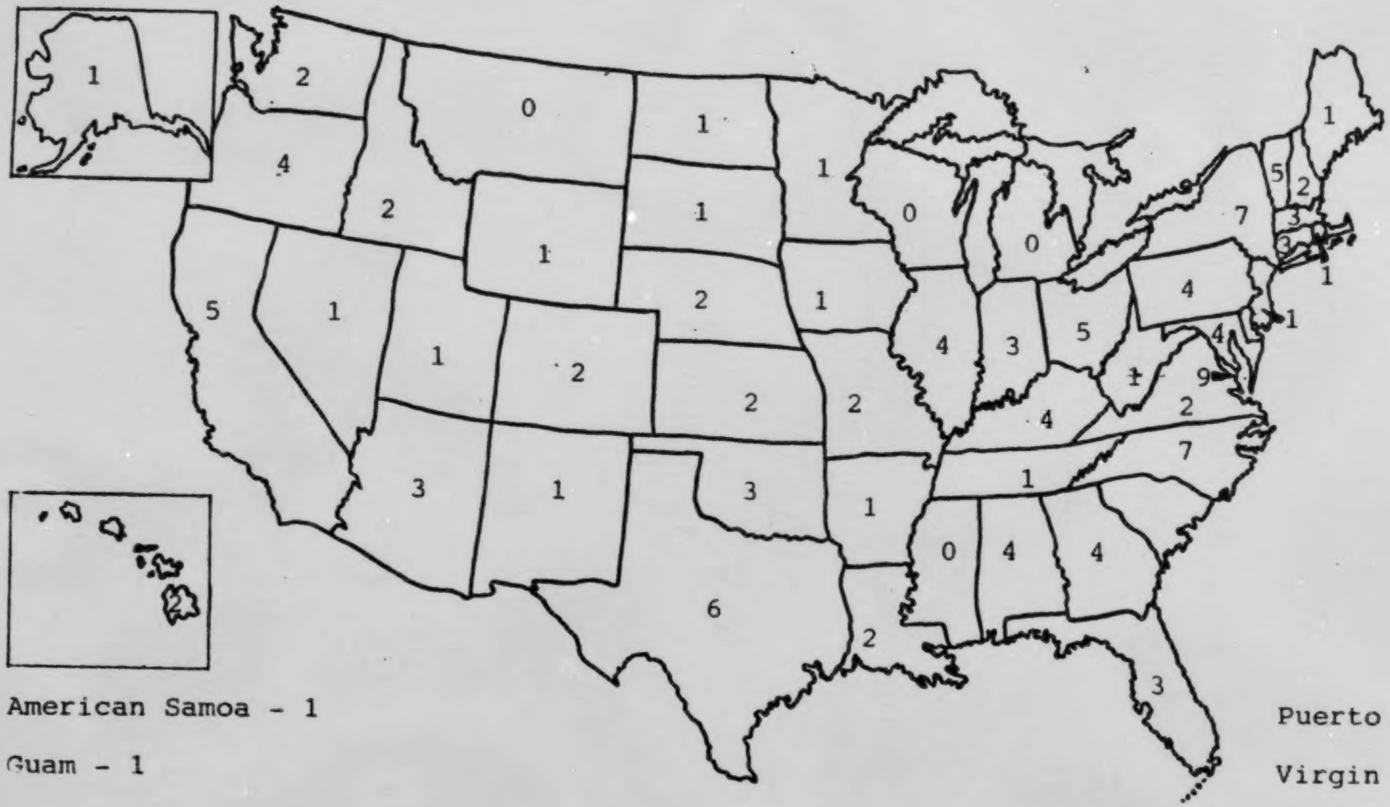
Regular classroom teachers are being trained with other role groups, such as building principals, because others in the schools need to be able to support regular classroom teachers in their efforts to work with handicapped children in their classrooms. Most projects provide this training in more than one content area and more than one training mode. Because of the multiple dimensions of the REGI training, totals summed across categories on many of the tables that follow would represent duplicated counts of projects and, therefore, are not provided.

The following description of the regular education inservice effort is based on the information available in January 1982. The information is summarized in the paragraphs below and also presented in the tables following the narrative section.

Who is funded?

Budget figures were obtained for 96 of the 132 projects. These 96 projects account for $7,287,378 in funding from the regular education inservice (REGI) priority area of the Division of Personnel Preparation. There was one grant below $20,000 and nine above $150,000. The typical grant ranges between $30,000 and $95,000, the average being $75,600.

REGI projects are funded in all the states except Delaware, Michigan, Mississippi, Montana, and Wisconsin, and some territories as seen on the accompanying map. Table 1 presents the number of REGI projects and reported amount of funding in each state. Within the states, a variety of institutions and agencies are sponsoring REGI projects. Table 2 reflects the distribution of funds across type of sponsoring agency. As in previous years, colleges and universities (IHE) continue to provide the largest number of training programs in the REGI priority area. Approximately 30% of the funds are with projects sponsored by state education agencies (SEA), 2% with intermediate education agencies (IEA) and 13% with local education agencies (LEA). Projects sponsored by nonprofit organizations such as research and service groups and professional associations account for 16% of the total funding. This distribution in funding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American Samoa - 1

Guam - 1

Puerto Rico - 1

Virgin Islands - 1

132 REGI PROJECTS

indicates a decrease for IHE, an increase for SEA, and similar percentages for IEA, LEA, and nonprofit organizations. This last group of projects includes organizations such as the Council for Great City Schools, the American Coalition of Citizens with Disabilities, the American Society for Allied Health Professionals, the American Federation of Teachers, the National Association of Social Workers and the National School Volunteers Program, to name a few.

Who is Being Trained?

Based on estimates by directors of the 118 projects for which complete information is available, slightly more than 101,000 education personnel will receive regular education inservice training during the current year. This figure represents an underestimate of the total number of trainees who will participate in training programs offered by REGI projects because fourteen projects were unable to provide trainee data.

Table 3 provides a breakdown of trainees by role. Ninety-two of the reporting projects are involved in training a total of close to 40,000 regular classroom teachers. In recognition of the necessity of also involving administrators and supervisors of those teachers (particularly building principals), 79 projects are training a total of nearly 5,000 in this role group. The continued attention to the training of teams of personnel demonstrates a recognition of the importance of training a wide range of educational and support personnel who relate in a variety of roles to handicapped children in local schools and support the efforts of regular classroom teachers. Included in the "other" category are a wide variety of support personnel such as social workers, nurses, physicians, recreation therapists, and transportation personnel whose primary role will be, in turn, to train their colleagues back in their own schools. This is a dramatic increase from the 21 projects that were training trainers last year. This ripple effect means that many more personnel will be impacted by the REGI effort than is reflected in the totals on Table 3. In addition, other projects anticipate an informal ripple effect as participants in inservice programs share their learnings with colleagues who were not directly involved in the training.

Training is being provided to personnel involved at every level in the public schools, across all the various role groups. As Table 4 indicates, equivalent numbers of projects provide training at the elementary and secondary school levels, thus continuing a trend whereby training at the secondary levels has caught up with the quantity of training at the elementary level. District and state level personnel continue to participate in training programs.

Projects use various combinations of training sites in the delivery of inservice education programs. Local school buildings continue to be the most frequently utilized sites as seen in Table 5.

What is Known about the Training Offered to Regular Classroom Teachers?

Though many projects are involved in training teams of instructional personnel and a variety of role groups in the schools to support regular educators in their work with handicapped children, this section will highlight that training provided directly to regular classroom teachers.

Regular classroom teachers receive inservice training in a variety of delivery modes with workshops continuing to be the most frequently used approach as Table 6 shows. Presentations and lectures by experts are the second most frequently used training mode often as a part of a workshop format. Peer observation, laboratory simulations, small group study, and expert consultation are often integral to projects primarily using workshops. Similar patterns and combinations of modes can be seen in the training of other role groups.

Projects this year are very similar to those last year in that they are continuing to use an increased number of training modes that allow for greater individualization in the training experiences. Though workshops and lectures may be very effective ways of increasing knowledge in trainees, the more individualized strategies are more effective in developing skills and implementing those skills back in the trainee's workplace. It would appear that REGI projects are more sophisticated now in the selection of delivery strategies than in past years. Though fewer trainees may be reached using these strategies than what is possible with a large lecture format, for example, impact data may indicate the training to be more effective in increasing teachers' and others' skills in working with handicapped children.

Most projects combine several modes in their overall inservice design. College course content is restructured into a series of topical workshops offered for credit during the summer on campus or after school in a school district. Orientation workshops presented to an entire district are followed by ongoing consultation or small group instruction spanning a semester or school year. Instructional staff are organized into building-based teams for small group instruction, interaction and problem-solving for the school year.

As Table 7 indicates, as the size of the training audience decreases, the number of hours of training provided per trainee tends to increase. Twenty-five projects report training 101-500 regular classroom teachers but a substantial number of projects report training groups of less than 100 classroom teachers, particularly in the 11-50 range. Sixteen projects report 1-10 hours of training while more than twice as many, 36, report 26-50 hours of training. There seems to be an increase over last year in the percentage of projects training smaller groups of teachers for more hours, thus continuing a trend toward more indepth skill development rather than mere awareness training.

The inservice content continues to cover a broad range of material to assist regular classroom teachers to work with handicapped students in their classrooms. The major topical areas covered are handicapping conditions, attitudes toward the handicapped, use of resources, specific teaching techniques, classroom management, IEP's, assessment, and the law.

A comparable percentage of projects (59% this year compared to 58% last year) are training administrators in addition to regular classroom teachers, recognizing the importance of building principals and other administrators to the regular teacher successfully implementing new skills in his/her work back in the classroom. Administrators tend to receive training in workshop formats supplemented by lectures and expert consultation in patterns similar to regular classroom teachers. Administrators tend to be trained in smaller groups for fewer hours than regular teachers as shown in Table 8. Though the content of administrator training shows a good deal of overlap with regular teachers, there is greater emphasis in leadership and change skills as illustrated in Table 10.

What are the Characteristics of the Target Populations?

As in the past, the overwhelming majority of the projects provide training to prepare trainees to deal with the full spectrum of handicapping conditions. Table 11 depicts the distribution of projects by handicapping conditions covered as part of the training content. Table 12 reveals the focus on the special needs of particular populations with comparable percentages to last year's figures for each category.

A Final Note

The 132 REGI projects funded this year by the Division of Personnel Preparation represent a valuable resource for others engaged in inservice education for regular educators working with handicapped children. A wide variety of training strategies are being developed to provide quality inservice education to school personnel and related professionals so that handicappe children can receive quality education in the least restrictive environment.

Seventy-five percent of the information about projects and the REGI effort disseminated by the National Inservice Network is to nonfederally funded educational personnel. In this way, the impact of the REGI effort extends far beyond the federally funded projects as other educators benefit from the learnings of this priority area.

TABLE 1 REGI FUNDING BY STATE

STATE	NUMBER OF REGI PROJECTS/ BUDGETS REPORTED	TOTAL REGI FUNDING PER STATE	PERCENT OF TOTAL FUNDING REPORTED
Alabama	4/4	$ 262,196	3.60
Alaska	1/0		
American Samoa	1/1	60,000	.82
Arizona	3/3	203,000	2.79
Arkansas	1/1	69,445	.95
California	5/5	420,000	5.76
Colorado	2/2	270,000	3.71
Connecticut	3/3	241,147	3.31
District of Columbia	9/8	781,400	10.72
Florida	3/0		
Georgia	4/0		
Guam	1/1	40,000	.55
Hawaii	2/2	155,000	2.13
Idaho	2/2	145,000	1.99
Illinois	4/0		
Indiana	3/1	106,000	1.45
Iowa	1/1	42,000	.58
Kansas	2/1	60,093	.82
Kentucky	4/4	274,338	3.76
Louisiana	2/0		
Maine	1/0		
Maryland	4/4	401,093	5.50
Massachusetts	3/3	378,404	5.19
Minnesota	1/1	63,830	.88
Missouri	2/1	27,042	.37
Nebraska	2/2	151,587	2.08
Nevada	1/1	23,493	.32
New Hampshire	2/2	140,000	1.92
New Jersey	1/1	35,000	.48
New Mexico	1/0		
New York	7/7	431,737	5.92
North Carolina	7/7	326,351	4.48
North Dakota	1/1	51,000	.70
Ohio	5/5	248,000	3.40
Oklahoma	3/0		
Oregon	4/4	422,137	5.79
Pennsylvania	4/3	107,700	1.48
Puerto Rico	1/0		
Rhode Island	1/1	100,000	1.37
South Carolina	3/0		
South Dakota	1/0		
Tennessee	1/1	80,622	1.11
Texas	6/6	551,561	7.57
Utah	1/0		
Vermont	5/3	269,000	3.69
Virginia	2/2	140,000	1.92
Virgin Islands	1/0		
Washington	2/2	209,202	2.87
West Virginia	1/0		
Wyoming	1/0		
TOTAL	132/96	7,287,378	99.98 (rounding error)

TABLE 2 REGI FUNDING BY SPONSORING AGENCY

SPONSORING AGENCY	NUMBER OF REGI PROJECTS/ BUDGETS REPORTED	TOTAL FUNDING FOR PROJECTS	PERCENT OF TOTAL REGI FUNDING
Institutions of Higher Education	62/47	$2,872,259	39.41
State Education Agencies	29/18	2,199,000	30.18
Intermediate Education Agencies	2/2	121,257	1.66
Local Education Agencies	22/15	953,810	13.09
Research and Service Groups, Professional Organizations	17/14	1,141,052	15.66

DISTRIBUTION OF REGI FUNDS

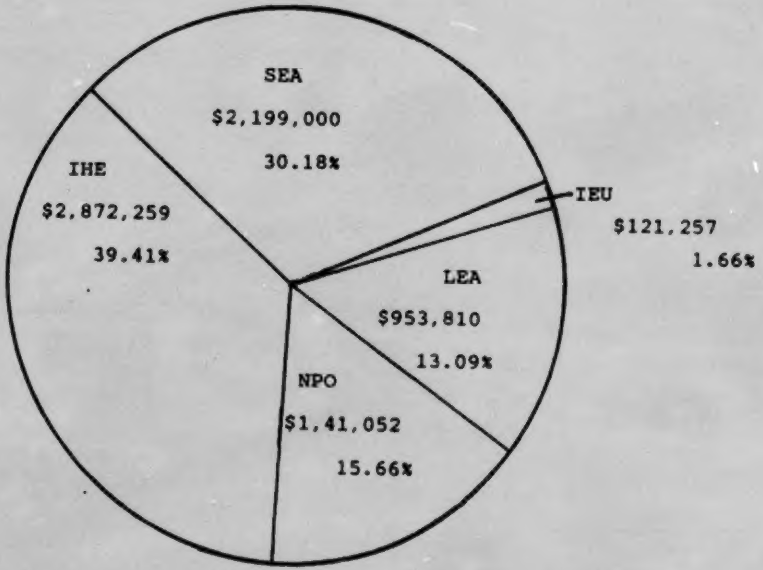

TABLE 3 NUMBER OF TRAINEES BY TRAINEE ROLE

ROLE	NUMBER OF PROJECTS TRAINING	NUMBER OF TRAINEES	NUMBER OF PROJECTS TRAINING TRAINERS
Regular Class Teachers	92	39,897	40
Consulting Teachers	21	413	12
Resource Room Teachers	47	3,731	21
Special Class Teachers	61	21,618	28
Administrators/Supervisors	79	4,997	28
Paraprofessionals/Aides	24	3,622	4
Clinicians/Therapists	24	981	6
Psychologists	21	628	5
Counselors	27	2,198	8
Physical Education Teachers	29	2,668	10
Music and Fine Arts Teachers	10	362	2
Volunteers	11	5,510	3
Parents	26	8,632	3
School Boards	4	80	1
Teams of Personnel	17	1,642	12
Other	22	4,257	8
TOTAL		101,236	69 (non-duplicated count)

TABLE 4 TRAINEE PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	NUMBER OF PROJECTS TRAINING*
Early Childhood Programs	58
Elementary Schools	91
Middle or Jr High Schools	90
High Schools	91
Local or State Offices	63

*Projects train individuals from multiple places of employment so the sum of number of projects listed is greater than the total number of projects funded.

* * * * * * * * * * * * *

TABLE 5 TRAINING SITES

SITES	NUMBER OF PROJECTS USING SITE*
On Site/Building based	93
Training Programs Moving from Site to Site	5
College Campus	51
Training Center	17
District Headquarters	66
Retreat	16
Other	19

*Some projects use a variety of sites for training delivery so the sum of the projects listed is greater than the total number of projects funded.

TABLE 6
PROJECTS TRAINING REGULAR CLASSROOM TEACHERS:
COMBINATIONS OF TRAINING DELIVERY MODES

	1 WORK-SHOPS	2 LECT PRSNT	3 SELF-INSTR	4 PILOT DEMO SCHOOL	5 EXPRT CONSLT	6 SMALL GROUP STUDY	7 PEER OBSV	8 LAB SIMUL	9 SUPV PRACT	10 OTHER
Workshops	82	71	32	35	57	51	54	58	30	28
Lecture-Presentations	71	71	32	34	60	49	51	53	30	25
Self-Instruction	32	32	35	20	28	26	24	31	14	13
Pilot Demonstration Schools	35	34	20	41	34	27	31	31	17	16
Expert Consultation	57	60	28	34	66	44	45	47	25	21
Small Group Study	51	49	26	27	44	58	42	47	23	19
Peer Observation	54	51	24	31	45	42	58	50	24	20
Lab Simulation	58	53	31	31	47	47	50	63	23	24
Supervised Practice	30	30	14	17	25	23	24	23	32	11
Other, Conference, Summer Institute)	28	25	13	16	21	19	20	24	11	30

Read the above table as follows: Of those 82 projects using workshops to train regular classroom teachers, seventy-one are also using lectures/presentations, thirty-two are using self-instruction, etc. reading across the row. Numbers in the diagonal are the number of projects using that particular mode out of the total of 92 projects training regular classroom teachers.

TABLE 7 PROJECTS TRAINING REGULAR CLASSROOM TEACHERS: HOURS OF TRAINING BY SIZE OF TRAINING AUDIENCE

SIZE OF TRAINING AUDIENCE	HOURS OF TRAINING PROVIDED 1-10	11-25	26-50	51-100	101-200	201-300	300+	ROW TOTAL
1-10		1	1		1			3
11-50	4	5	16	3	4		1	33
51-100	3	4	8	2	1			18
101-500	3	9	9	3	1			25
501-1000	2	1						3
1001-5000	3	4	2					9
5000+	1							1
COLUMN TOTAL	16	24	36	8	7		1	92

* *

TABLE 8 PROJECTS TRAINING ADMINISTRATORS AND SUPERVISORS: HOURS OF TRAINING BY SIZE OF TRAINING AUDIENCE

SIZE OF TRAINING AUDIENCE	HOURS OF TRAINING PROVIDED 1-10	11-25	26-50	51-100	101-200	201-300	300+	ROW TOTAL
1-10	5	7	4	2	4			22
11-50	8	7	15	1				31
51-100	6	5	1	2				14
101-500	4	4	2	1				11
501-1000		1						1
1001-5000								
COLUMN TOTAL	23	24	22	6	4			79

TABLE 9 NUMBER OF PROJECTS TRAINING REGULAR CLASSROOM TEACHERS BROKEN DOWN BY CONTENT AREA AND TOTAL HOURS OF TRAINING PER TRAINEE

HOURS OF TRAINING	THE LAW	HANDI-CAPPING COND	AFFECT ATTITUDE	USE OF RESRCS	IEPs	CLASS MGMT	TEACH TECH	ASSESS MENT	COMM SKILLS	LDRSHP CHANGE	VOC/ CAREER	OTHER	TOTAL
1-10	14	11	14	16	11	12	14	12	11	6	5	5	16
11-25	17	17	17	17	16	18	20	17	12	7	3	5	24
26-50	34	21	35	31	34	30	35	30	23	19	16	2	36
51-100	8	8	8	8	5	8	8	6	7	5	3	1	8
101-200	6	6	6	5	6	6	6	6	4	2	2		7
201-300													
301+	1	1	1	1	1	1	1	1	1	1			1
TOTAL	80	75	81	78	73	75	84	72	58	40	29	13	92

* *

TABLE 10 NUMBER OF PROJECTS TRAINING ADMINISTRATORS AND SUPERVISORS BROKEN DOWN BY CONTENT AREA AND TOTAL HOURS OF TRAINING PER TRAINEE

HOURS OF TRAINING	THE LAW	HANDI-CAPPING COND	AFFECT ATTITUDE	USE OF RESRCS	IEPs	CLASS MGMT	TEACH TECH	ASSESS MENT	COMM SKILLS	LDRSHP CHANGE	VOC/ CAREER	OTHER	TOTAL
1-10	21	13	17	19	13	13	15	16	13	13	4	6	23
11-25	20	17	18	21	13	12	13	16	14	15	7	6	24
26-50	19	16	18	16	18	15	18	16	13	12	7	2	22
51-100	4	4	5	5	3	5	5	5	5	4	1		6
101-200	4	4	4	4	4	4	4	4	4	2	3	1	4
201-300													
TOTAL	68	54	62	65	51	49	55	57	49	46	22	15	79

Interpretation of Cell 1, Table 9, as an example: Of the 16 projects training regular teachers for 1-10 hours, 14 projects devote time to the implications of the law. Table 10 readssimilarly.

TABLE 11 HANDICAPPING CONDITIONS

	DISABILITY AREA	NUMBER OF PROJECTS*
1.	Educable Mentally Retarded	25
2.	Mentally Retarded	6
3.	Learning Disability	33
4.	Emotional Disability Moderate	25
5.	Emotional Disability Severe	5
6.	Orthopedically Impaired	12
7.	Blind	10
8.	Deaf	14
9.	Speech Impaired	12
10.	Full Spectrum	81

* * * * * * * * * * * * * * * * * * * *

TABLE 12 TRAINING FOR SPECIAL POPULATIONS

	GROUP	NUMBER OF PROJECTS*
1.	Minority	47
2.	Bilingual	37
3.	Rural	58
4.	Urban	48
5.	Native American	21

*Projects train individuals in multiple disability areas and special populations so the sum of the projects listed is greater than the total number of projects funded.

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ALABAMA

STATE: Alabama

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	4

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	3
Urban	2
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	3
State education agencies	0
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Alabama

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	4	3	3		6336
Consulting Teachers		1				3
Resource Rm. Teach.	1	2	1	1		77
Sp. Class Teacher	1	1	1	1		490
Administra-tors/Supvrs.		2	1	1	2	137
Paraprof./ Aides						
Clinicians/ Therapists	1	2	1	1		26
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams		1	1			50
Other						
Total				28		7119

1. PROJECT NUMBER: 029CH10718
2. TITLE: TEAM (Teaching Educators to Achieve Mainstreaming)
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008102033
5. CONTACT PERSON: Dr. Richard Chapman, Madison County Board of Education, P.O. Box 226, Huntsville, AL 35804, (205) 536-5911, ext. 241

6. DESCRIPTION: Project Team is a cooperative project between the Madison County School System and the Huntsville City School System. Huntsville City Schools will provide intensive inservice training (Phase I) for selected regular teachers, special teachers, and local administrators which focuses on attitudes, concepts, and skills necessary to successfully integrate handicapped students in the regular classroom. Madison County Schools will organize individuals who received training through a previous REGI grant into local school-based staff support teams (Phase II) for the purpose of providing problem-specific support and assistance to individual teachers. Release time is provided for inservice training activities and to facilitate the organization and operation of the teams. Two project facilitators will provide direct inservice training and provide systematic follow-up as Phase I trainees begin to function as collaborative Staff Support Teams within the schools.

School-Based Staff Support Teams

7. MAJOR OBJECTIVES: The primary objectives of the project are: (1) To train regular educators, special educatiors, and administrators in seven major areas: a) A survey of exceptional children and P.L. 94-142 and the responsibilities of educators to meet the needs of exceptional children. b) The role responsibilities of regular and special educators and models for successful mainstreaming, c) Relevant assessment and academic programming for exceptional students, d) Effective communication and social/emotional learning experiences for integration of handicapped students in regular classrooms, e) Behavior management principles and strategies for the regular classroom, f) Adapting the regular classroom for exceptional students, g) Interrelationships and coordination of a total support system to meet the needs of exceptional children. (2) To establish building-based teams in all 50 schools in the two systems to meet local school needs and ensure appropriate integration of handicapped students in the regular classroom. (3) To develop more positive attitudes toward handicapped students. (4) To develop an inservice training model.

Attitudinal Effects

8. DISSEMINATION: Project information will be disseminated through local news media in the Huntsville area and through presentations at local, state, and national professional meetings. We will also work closely with the National Inservice Network to disseminate in-

formation and procedures to other agencies. In addition, Phase I and Phase II training activities include dissemination of new information, resources and techniques to other professional personnel in the 50 Huntsville City and Madison County Schools who did not receive the direct inservice training.

9. EVALUATION: The project will be evaluated by: 1)Pre and post measurements of attitudes, knowledge and self-appraisals of skill competencies; 2) Review of team training plans for Staff Support Teams; 3) Observation and interview data that includes interest level, appropriateness of activities and materials, and attitudinal and behavior changes as training progresses; 4) Review feed-back of participants from each training session for ongoing modifications to improve effectiveness; 5) Summary data collected from Staff Support Teams from each school on: number of referrals for assistance, number staffed, number helped within the building, number referred to special education, number appropriate for special education; 6) Review of questionnaires distributed to other staff members within a building on satisfaction with Team services.

10. PRODUCTS: Inservice Training Model, Summer, 1984

1. PROJECT NUMBER: 029CH10674
2. TITLE: Inservice Training for Rural Educators Serving Handicapped Students in Mainstream Programs
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101938
5. CONTACT PERSON: W. Donald Crump, Area of Special Education, Box 2592, The University of Alabama, University, Alabama 35486 (205) 348-7340

6. DESCIRPTION: The major goal of this project is to improve the knowledge, skills, and participation of regular educators (principals, counselors, supervisors, teachers) in serving handicapped students in rural schools. The first year focus is on inservice education of principals and supervisors in five rural school systems which include 39 individual schools. On-site sessions by project staff and two five-week workshops on mainstreaming on The University of Alabama campus highlight the first year. Individual school needs assessment and inservice education plans developed by principals form the basis for ongoing inservice education for regular teachers during the second year. Inservice education is provided by university-based project staff on a system-wide, school, or individual teacher basis. Regular education teachers nominated by their peers will participate in a 10-week workshop on mainstreaming during the second year. A series of 10 videotape shows on mainstreaming will be produced and shown on state-wide public television during the third year. Study guides and related reading will be developed to accompany the videotape shows.

Rural

Summer Institute

Peer - Nomination

7. MAJOR OBJECTIVES: 1. To assist school principals and supervisors in gaining knowledge of mainstreaming and in coordinating educational programs for handicapped children and youth in accordance with P.L. 94-142; 2. To improve the knowledge and skills of teachers in accommodating handicapped children and youth in mainstream education programs; 3. To produce and show on statewide public television a series of 10 shows concerned with accommodating handicapped children in mainstream educational programs.

8. DISSEMINATION: A monthly publication, The Mainstreamer, is disseminated to all teachers within the five county area (apporximately 1000) and to each director of special education in Alabama. The series of videotape shows will be shown statewide. The series will be available to school systems, institutions of higher education, and other agencies. Information will be disseminated through presentations at professional meetings on a state, regional, and national basis and through professional journals and periodicals.

9. EVALUATION: Evaluation includes both formative and summative components. Formative evaluation includes period feedback from project participants, system superintendents, and review of these data by the project advisory committee. Summative evaluation will compare participant response to various topics in relation to initial needs assessment data. These data will include range and degree of mainstreaming, perception of principal's role, and communication between special education and regular education personnel. Follow-up evaluation of impact of videotape shows will be conducted also.

10. PRODUCTS: The project will provide inservice modules for selected topics (e.g. communication among regular education and special education teachers), videotapes, study guides, and related readings on mainstreaming practices.

1. PROJECT NUMBER: 451AH00240
2. TITLE: An Inservice Project Designed to Increase Exceptional Child Services in Northeast Alabama.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G00781798
5. CONTACT PERSON: Dr. Greg Frith, Jimmy Lindsey, Emily Lipscomb, Coords., Jacksonville State University, Special Ed. Dept., Pelham Road, Jacksonville,AL 36265 (205) 435-9820.

6. DESCRIPTION: The project appears to be a modification of an existing outreach program of inservice to include regular education personnel. Major component involves local workshops based on regional needs assessment data. Regional topical conferences are a second major vehicle for training. There is a process for determining relevant training involving local needs assessment. Five hundred regular education teachers are targeted.

Regional Needs Assessment

7. MAJOR OBJECTIVES: Project objectives are directed toward the improvement of instructional competencies in regular education teachers.

8. DISSEMINATION: Efforts will be made to disseminate pertinent project information with interested professionals. Information will involve the design, activities, and experience gained from project implementation. Vehicles to be used for dissemination will include ERIC, professional meetings, periodicals or brochures. Experience has indicated that perhaps some of the best information sharing occurs on an informal basis via conversation and correspondence.

9. EVALUATION: Evaluation questions are generated through the DEM. Participant feedback on training sessions, both local inservice and regional topical leadership conferences. Outside evaluator is to be included.

1. PROJECT NUMBER: 029CH10710
2. TITLE: Special Education/Teacher Update
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101858
5. CONTACT PERSON: Gayle H. Gear, Ph.D., University of Alabama in Birmingham, Building #1, Suite 157, Birmingham, Alabama 35294, (205) 934-7520

6. DESCRIPTION: Special Education/Teacher Update is intended as an innovative response to the critical needs of regular education personnel in successfully integrating handicapped children into the mainstream of education. Through the medium of cable television, teachers will be able to enhance their skills in educating children with special needs. In additiion, Teacher Update will serve as a model delivery system which will reflect the following: (a) Full participation of teachers in program planning and implementation; (b) Efficient use of existing instructional resources; (c) Collaboration of groups/agencies/organizations concerned with the education of handicapped children; (d) Correlation of district inservice plans and teacher education programs. The service region for this project includes eight school districts whose student enrollment totals nearly 120,000 children with approximately 5,000 regular education teachers. In addition to televised video programs and accompanying print material, there will be live discussion forums and on-campus seminars held throughout the school year, both day and night hours, for the duration of three years.

Mainstreaming

Cable television

Discussion Forums

7. MAJOR OBJECTIVES: (a) Involve representatives from diverse groups in the planning and production of televised inservice programs to be broadcast via cable to homes and selected schools in the Greater Birmingham Area; (b) Monitor the professional development needs of regular education personnel for accomodating children with special learning needs; (c) Publicize the availability of inservice broadcasts through newspaper, radio, and television; (d) Provide televised inservice programs tailored to the professional development needs of area teachers; (e) Conduct supplementary on-campus seminars for teachers desiring college credit for participating in the broadcast inservice series; (f) Serve as a replication site for selected videotape series developed by projects funded through OSE/DPP; (g) Evaluate the adequacy of the special education inservice broadcasts; (h) Conduct a longitudinal study of the impact of SPECIAL EDUCATION/TEACHER UPDATE upon teachers' ability to integrate handicapped children into the regular classroom.

8. DISSEMINATION: The project's levels of dissemination include the greater Birmingham community, the State of Alabama, and the nation. In order to share information with interested groups or agencies, the following activities will be conducted: (a) Distribute press releases correlated

with broadcast topics to local newspapers, professional journals (e.g., Alabama Education, SDE; School Journal, AEA); (b) Publish and distribute monthly broadcast schedules which include program topics and guests; (c) Preview upcoming broadcasts through public service announcements on local radio and television; (d) Submit instructional material to OSE/LINC for possible distribution; (e) Participate in statewide activities dealing with the preparation of classroom teachers for their role in teaching handicapped children (e.g., Alabama Education Association, Council for Exceptional Children); (f) Communicate with similar projects (e.g., Dean's projects in the Southeastern region, National Inservice Network); (g) Prepare articles for appropriate journals/newspapers (e.g., Dissemin/Actions' Counterpoint, Education Unlimited); (h) Respond to written requests for information from interested projects/agencies.

9. EVALUATION: (a) Log viewers writing for free literature announced during the broadcasts (e.g., a statement of parents' rights, helpful hints in working with parents and teachers);(b) Maintaining an answering service to receive requests for information; (c) Interview a sample of viewers (identified from written/phone requests for information) regarding the value of selected programs (refer to sample face sheet located in the Appendix); (d) Administer extensive attitude and background questionnaire to teachers enrolled for CEU's or college credit (in Appendix); (e) Prepare quarterly evaluation reports and draft recommendations for program improvement; (f) Monitor effects of training on teacher's acceptance of handicapped children into the regular classroom; (g) Assess teacher's proficiency in individualizing instruction for handicapped children; (h) Determine teacher's satisfaction with participation in the process of developing an I.E.P.; (i) Monitor educational progress of selected handicapped children through an analyses of I.E.P.'s (pre-post analysis).

10. PRODUCTS: (a) Videotaped discussion forums; (b) Instructional materials (listing available upon request) from January, 1982 on.

A L A S K A

36

STATE: Alaska

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	1
Urban	1
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Alaska

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1		25
Consulting Teachers	1	1	1	1		3
Resource Rm. Teach.	1	1	1	1		15
Sp. Class Teacher	1	1	1	1		5
Administrators/Supvrs.					1	15
Paraprof./ Aides	1	1	1	1		5
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams	1	1	1	1	1	4
Other						
Total						72

1. PROJECT NUMBER: 451AH00530
2. TITLE: Alaska Special Education Inservice Training Center
3. SPONSORING AGNECY: LEA
4. GRANT NUMBER: G007900847
5. CONTACT PERSON: Steve R. Wolf, PH.D., P.O. Box 1200, Soldotna, Alaska 99669, (907) 262-4478

6. DESCRIPTION: This project will provide one week of inservice training to regular classroom teachers, special education teachers, aides and administrators. The intent is to deliver intensive practicum skills training to trainees and to provide follow-up assistance in implementation of skills trained back in the trainee's home school. The areas of training include: 1. pupil screening, identification, and referral; 2. diagnosis and assessment; 3. design of appropriate instruction; 4. writing individualized educational plans and individualized instructional plans; 5. adaption of materials; and 6. use of related services and development of the role of the teacher-consultant. Trainees will preassess their skill level in each of the six training areas based upon their needs for training. They will then select from a list of objectives. The objectives selected will become their their training plan.

Aides,
Administrators.
Teachers

Multi-
Dimensional
Training

7. MAJOR OBJECTIVES: There are two major objectives; skill improvement in the delivery of services to handicapped children, and the development of replication sites. Replication consists of identification and training of teachers in the six areas who will become the trainers in the home district. Addtitonally, districts will develop the position of coordinator who will have major responsibility for staff development, inservice training, and follow-up of teachers trained.

8. DISSEMINATION; Dissemination consists of the distribution of program explanations within the state of Alaska to encourage districts to develop inservice training plans which incorporate the use of the Training Center primarily larger districts will be more interested in the technical assistance provided for purposes of replication.

9. EVALUATION: Replication will be based upon the Discrepancy Evaluation Model. Two kinds of information will generally be collected: 1. trainee ratings on the effectiveness of the training program in meeting their needs for skill imporvement and ratings by home district surpervisory personnel; and 2. follow-up evaluation of the effectiveness of the trainee in carrying out their Implementation Plan.

10. PROJECTS: Preassessment Booklet

AMERICAN SAMOA

1940

STATE: American Samoa
Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: American Samoa

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						

42

1. PROJECT NUMBER: 451CH01262
2. TITLE: A Wide Range Approach for Personnel Preparation in American Samoa
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001470
5. CONTACT PERSON: Iakopo F. Taula'i, American Samoa Department of Education, Division of Special Education, American Samoa Government, Pago Pago, America Samoa 96799, (011) 684-633-4789 or 633-1323

6. DESCRIPTION: This project is geared particularly for training of personnel and paraprofessionals in the Special Education Division. This training project has been developed with the utmost goal that all personnel involved with the education for all handicapped children in American Samoa should receive certain specific training in order to develop appropriate education for servicing handicapped children. Additionally, off-island training will be continued toward the completion of their Bachelor Degree. Courses are planned to continue at the Community College for regular education teachers in order to increase their skills in teaching handicapped children found in classrooms.

Paraprofessionals

7. MAJOR OBJECTIVES:

(A) To provide training for personnel and paraprofessionals in implementing Individual Educational Programs, to select and develop curriculum areas and to develop appropriate materials.

IEPs

(B) To provide in-service training for all resource teachers in order to receive practicum experience in serving individual needs of their students.

(C) To provide training for two teacher aides to improve signing skills.

Signing Skills

(D) To provide training for two people to become interpreters for deaf students.

(E) To provide training for teachers, parents, administrators, and others to learn basic signing skills.

(F) To provide in-service training in the administration, scoring, interpreting of appropriate assessment instruments for referrals.

(G) To provide minimum training for 10 special education teachers to develop skills in facilitating language development.

(H) To provide in-service training for principals, counselors, and teachers to be knowledgeable of Public Law

94-142, and characteristics of handicapped children in regular education.

(I) To provide a degree completion program for six local teachers in areas related to: Early Childhood Education, Vocational Education, Counseling, Assessment, and Mildly Moderately Handicapped.

(J) To train the social worker so that she demonstrates improved knowledge about handicapping conditions and improved skills in parent training techniques.

(K) To develop a long term comprehensive assessment of projected needs and available resources for handicapped children in American Samoa.

8. DISSEMINATION: All the information, materials and other documents provided by our agency had been distributed and shared with regular education in the Territory of American Samoa. The Pacific Basic Consortium acted as liaison for disseminating of essential information arond the Pacific Islands and throught the Mainland. This agency will continue to assist us in providing information regarding other agencies.

9. EVALUATION: The methodology that will be used to evaluate the project will be the comparison of planned and actual performance. The integral evaluation for the program had been designed and based on the discrepancy model. The model was selected for its straight forward approach, the value of the program design process that utilizes the systems approach, and the cost limitations.

DEM

Each component objective listed on the synopsis charts has one or more methods of evaluation for potential use. For each objective, one of these evaluation methods was selected as a required activity for the project. The remaining methods found on the synopsis charts may be used later in the project to augment the selected methods if evaluation concerns are inadequately met.

ARIZONA

STATE: Arizona

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	2
Mentally retarded (severe-profound)	1
Learning disabled	2
Emotionally disturbed (moderate)	2
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	1
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	1
Urban	1
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Arizona

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	2	2		440
Consulting Teachers						
Resource Rm. Teach.		1	2	2		80
Sp. Class Teacher						
Administrators/Supvrs.		1			1	155
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors			1	1		40
Physical Ed. Teach.			1	1		40
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other			1	1		20
Total						775

1. PROJECT NUMBER: 451CH01110
2. TITLE: Handicapped Personnel Preparation 13.451 SP Inservice Dissemination and Demonstration Center
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008000981
5. CONTACT PERSON: Ed Long, Project Director, 2526 West Osborn Road, Bldg. 3, Phoenix, Arizona 85017, (602) 257-3034

6. DESCRIPTION: The project intends to disseminate awareness information regarding PEOPEL (Physical Education Opportunity Program for Exceptional (handicapped) Learners) by conducting workshops at up to five regional (multiple state) sites on a nation-wide basis. Training will include use of the peer teaching concept, individualized instruction, use of task-analyzed, performance objectives, specially designed curriculum materials for handicapped learners, and administrative and support staff training related to implementation procedures and responsibilities. By use of the Model School Demonstration Center on a split cost basis, we will provide physical educators and administrators an opportunity to see its first-hand operation in Phoenix, Arizona. Volunteer compliance of P.L. 94-142 is practical and realistic through this physical education program approach in a cost feasible manner. DAILY SUCCESS, fun and friendship is a must.

Peer-teaching
Individualized
Instruction

Physical
Education

7. MAJOR OBJECTIVES: To provide practical and usable information for physical educators, administrators, and other interested professionals and community members concerning the benefits and effectiveness of peer-teaching through trained student aides in the Physical Education Opportunity Program for Exceptional (handicapped) Learners (PEOPEL), with emphasis on cost feasibility, exportability and educational significance. This will be accomplished by conducting awareness dissemination and staff training concurrently at multiple state (regional) conferences.

Multiple
State
Conferences

8. DISSEMINATION: To arrange for, administer and conduct five regional inservice workshops related to Physical Education Opportunity Programs for Exceptional Learners. To provide a Physical Education Opportunity Program for Exceptional Learners (PEOPEL) Demonstration-Visitation Center within the Phoenix Union High School District. To disseminate the Physical Education Opportunity Program for Exceptional Learners (PEOPEL) curriculum materials to schools, colleges, universities, as well as interested and related professionals and community members.

Demonstration/
Visitation
Center

9. EVALUATION: Evaluation includes the measurements of knowledge of P.L. 94-142 on a pre-post test basis, assessment of need for a proven (validated) transportable, cost effective approach (PEOPEL--Physical Education Opportunity Program for Exceptional Learners) for meeting with compliance of P.L. 94-142 and questionnaire survey of the presentations to ascertain effectiveness and appropriateness for each participant's possible use.

1. PROJECT NUMBER: 451CH01182
2. TITLE: Training for Individualized Mainstream Education
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000342
5. CONTACT PERSON: Kathleen M. McCoy and Herbert Prehm, Arizona State University, Special Education Department, Tempe, AZ 85281, (602) 965-6198

6. DESCRIPTION: Project TIME is aimed at target populations across five geographically contiguous school districts. Three separate, but integrated, training programs are being implemented for elementary teachers, junior high teachers, and administrative personnel. New components are being piloted in the areas of secondary (high school), multicultural mainstream, and inservice training for teachers using each of the training models. Training modules have been prescribed individually according to the critical competencies identified for each target group and the specific needs of individual trainees within those groups. The format for training is a combination of lecture and discussion, supervised practice, and on-site training in actual school settings. Participants enroll in either a Fall semester or Spring semester session.

Elementary
Secondary
Administrative

Individualized
Inservice

Teachers attend class one night a week, three hours a night, for fifteen consecutive weeks. Inservice credit or overtime compensation is given to participants. In addition, Project TIME allows for in-class supervision. If needed, supervisors will make additional contact on post-training consultative basis.

7. MAJOR OBJECTIVES: (1) 100 elementary teachers participate in 90% of the project activities for each project year and achieve 80% of their individualized training objectives. (2) 90 secondary (junior and senior high) level teachers will participate in 90% of the project activities during the third year of the project and achieve 80% of their individualized training objectives. (3) 50 local education administrators participate in 90% of the project activities during the third year of the project and achieve 80% of the individual training objectives. (4) 80 elementary teachers in the multicultural mainstream classes participate in 90% of the project activities for each project year and achieve 80% of their individualized training objectives. (5) 10 teachers in the inservice training module participate in 90% of the project activities for each project year and achieve 80% of their individualized training objectives. (6) 80% of the total number of teachers trained will maintain 75% of the acquired skills in a probe assessment six weeks after the end of instruction.

8. DISSEMINATION: Dissemination activities during FY 81 will be aimed at professionals in the field, general and education audiences within Arizona, and dissemination of transportable training packages and procedures to interested groups nationally.

Training
Packages

Project staff attend and present dissemination information at regional, state, and national conferences. Conferences at which presentations are made include the Council for Exceptional Children, (Bilingual Child local, Adolescents and Young Adults, local), the Association for Children with Learning Disabilities, and the Arizona and National Education Associations. Additional information will be submitted to the above organizations and others through professional journals. Conferences at which presentations might be made during FY 81 are Council for Exceptional Children (Bilingual Child and National) and the Association for Children with Learning Disabilities.

9. EVALUATION: Overall program evaluation is conducted around the objectives for the total program. Where appropriate a pretest and a posttest will be conducted on each objective. Overall assessment indicates any changes in the number of programs being developed for the handicapped child enrolled in the regular classroom. Frequency of contact and type of interaction between special education personnel and regular education personnel will be documented. An instrument to observe and evaluate teacher sensitivity in the classroom is being developed.

1. PROJECT NUMBER: 451CH01140
2. TITLE: SELECT Training for System-Child Change
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000391
5. CONTACT PERSON: Tommi Pierce, Arizona Department of Education, Division of Special Education, 1535 W. Jefferson, Phoenix, Arizona 85007, (602) 255-3183

6. DESCRIPTION: The SELECT project provides an avenue for regular education teachers, special education teachers, administrators and support personnel, and parents to choose training to meet their identified training needs. A cadre of approximately 50 Special Study Institute Instructors delivers competency-based training components on site. Training is scheduled Friday evenings and Saturdays during the school year, and Monday through Friday for one half and full day sessions for one and two weeks over the summer. One hundred and seven training components are currently available representing 10 clock hours and 3-5 competencies per component. In addition, SELECT is involved in establishing building-based inservice training utilizing Staff Growth and Development Teams. The teams conssist of six members which minimally include an anministrator, special educator, regular educator and non-academic subject teacher. Local expertise as well as statewide resources are utilized to provide appropriate inservice training at the participating sites.

Cadre of Special Study Institute Instructors Competency-Based on Site

Directory of Inservice Opportunities

7. MAJOR OBJECTIVES: 1. To create an increased awareness of the inservice opportunities throughout the state. 2. To deliver SELECT, a model that has demonstrated 8 years of successful operation in allowing local LEAs to identify the training needs of their staffs and request on-site training. 3. To establish building-based Staff Growth and Development Teams.

8. DISSEMINATION: Through Project SUPPORT newsletter and semester mailings of SELECT schedules.

9. EVALUATION: Methodologies include mailed questionnaires, records, testing of competencies short and long term (these are done by instructors and trainees self-report) and on-site visits.

ARKANSAS

STATE: Arkansas

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	1
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Arkansas

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1					50
Consulting Teachers						
Resource Rm. Teach.	1					5
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides	1					5
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						60

1. PROJECT NUMBER: 84029AH10739
2. TITLE: Competency-based Training to Prepare K-3 Teachers and Administrators in Rural Arkansas to Educate Young Handicapped Children in the Regular Classroom and to Prepare Each Participant to Serve as a Trainer for Peers.
3. SPONSORING AGENCY: NP
4. GRANT NUMBER: G008101794
5. CONTACT PERSON: Barbara L. Sermau
Focus on Children, Inc.
2905 King St.
Jonesboro, AR 72401
501/935-2750

6. DESCRIPTION: This project will provide competency-based training to prepare K-3 teachers and administrators in rural Arkansas to educate young children in the regular classroom and to prepare each participant to serve as a trainer for peers. The training is a specific competency-based program. In addition to 15 weekly on-site classes, the teachers are expected to demonstrate competence in each component of the course with a special child in their own classroom. As the Focus instructors/consultants observe the teachers and their selected children, the training course will be designed to emphasize the content areas which best meet instructional needs of these children.

Early childhood

After demonstrating competence on the minimum competency checklist, the participants will work in small groups to develop training packages in one component of the course. This package will contain a slide/tape presentation created in their classrooms, corresponding workshop handouts, and appropriate workshop activities. The participants will conduct in-service training workshops at their schools and nearby LEAs and will be available for on-site consultation.

7. MAJOR OBJECTIVES:
   a. To prepare early childhood teachers (K-3) and administrators in rural Arkansas public schools to meet the IEP requirements of P.L. 94-142, using a performance competency-based training model;
   b. To prepare early childhood teachers (K-3) and administrators in rural Arkansas to implement appropriate behavior intervention programs;
   c. To facilitate the LEAs' implementation of the requirements of P.L. 94-142 as related to the Arkansas State Plan;
   d. To train K-3 teachers and elementary principals to provide in-service training workshops and on-site consultation to regular elementary teachers and administrators;
   e. To conduct training workshops for SEA, LEA, and resource providers concerning appropriate services for young mildly handicapped children.

Training for SEAs

8. DISSEMINATION: Program information will be disseminated by Focus staff and participating teachers through presentations at local, state, and regional workshops and conferences.

9. EVALUATION: The project is designed according to the Discrepancy Evaluation Model (DEM) and will be on-going. The major emphasis of the evaluation is the development of each participant's competence in each component of the training as observed by the instructor. In addition to the evaluation of skill development, the SBS Inventory of Teacher Social Behavior Standards and Expectations in which teachers check acceptable and unacceptable behaviors of children will be used as a pre/post measure to evaluate teacher change.

10. PRODUCTS:

Competency Checklist
Prescriptive Teaching Series
Why Not Competence?--Manual
IEP Booklet
IEP Form
Early Childhood Planbook

CALIFORNIA

STATE: California

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	5

Special Populations	Number of projects
Minority	2
Bilingual	4
Rural	2
Urban	2
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	3
Others	1

Total: 5

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: California

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	4	3	3	1	1080
Consulting Teachers						
Resource Rm. Teach.	1	1	1	2	1	73
Sp. Class Teacher	1	3	3	3	1	557
Administra-tors/Supvrs.		2	2	2	2	140
Paraprof./ Aides				1		15
Clinicians/ Therapists				1		10
Psychlgts.				1		4
Counselors				1		6
Physical Ed. Teach.				1		18
Music & Fine Arts. Teach.						
Volunteers						
Parents		2	2	2		5667
School Brds.						
Teams	1	1	1	1	1	450
Other						
Total						8020

1. PROJECT NUMBER: 451AH00620
2. TITLE: Interstate SYNERGY
3. SPONSORING AGENCY: Other (Educational Research)
4. GRANT NUMBER: G007901384
5. CONTACT PERSON: Keith Beery, 2830 Heatherstone Drive, San Rafael, California 94903, (415) 479-1441

6. DESCRIPTION: Three consortia (Western, Central, and Eastern States) of SEA Representatives (one General Ed and one Special Ed leader, appointed by their Chief State School Officers) meet at least twice a year for purposes of peer teaching-learning as to how to implement the Generic Principles of the Synergy model in their schools. Telephone consultations and newsletters supplement these exchanges. (See Project SYNERGY-Through Comprehensive Child-Change Data.)

SEA Personnel

Implementation of SYNERGY Model

7. MAJOR OBJECTIVES: By June, 1982, at least 50 percent of the LEAs within participating states will have initiated the Generic Principles.

By June, 1982, those LEAs which have utilized the Generic Principles for at least 18 months will have produced, on average, at least a 20 percent increase in handicapped and older students' progress toward locally validated educational goals, as evidenced by CRV (Client-Referenced Valuations.)

8. DISSEMINATION: Up to 30 SEAs may participate, representing approximately 10,000 school districts. In some cases, schools will replicate the entire Synergy model. In many more cases, one or more Generic Principles (such as the use of CRV) will be introduced as strengthening factors to existing federal, state and local programs.

9. EVALUATION: Participating SEAs will annually report upon the numbers of LEAs utilizing Generic Principles and the extent to which this usage affects student (child) changes, as indicated under "objectives" above.

1. PROJECT NUMBER: 451CH01183
2. TITLE: Self-Selected, Trimodal Mainstreaming Seminars
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008001509
5. CONTACT PERSON: H. Linda DesMarais, Ph.D., Pupil Personnel Services/Pomona Unified School District, 800 S. Garey Avenue, Pomona, CA 91766

6. DESCRIPTION: The Pomona Unified School District, with a student population of 20,000, received funds to provide a three year program of inservice training for teachers in regular education classes at the elementary school level. This project addresses the content needs of regular teachers of the eleven mainstream competencies identified by the California Commission for Teacher Preparation and Licensing required for inclusion in college preservice training programs for future Special Education teachers. Accordingly, the Self-Selected, Trimodal Mainstreaming Seminars, which are responsive to the mode of preferred learning style, preferred mode of evaluation and preferred mode of evaluation frequency, were developed.

Elementary

7. MAJOR OBJECTIVES: There are five goal areas. GOAL AREA A: To provide the teachers in regular elementary school classes with the 11 mainstream competencies required for Special Education teachers. GOAL AREA B: To assist regular teachers in assessing their specific content needs and their own preferred learning style resulting in an individual self-assessment profile. GOAL AREA C: To design workshop formats and individualized instruction to match the self-assessment profiles made in Goal Area B. GOAL AREA D: To achieve measurable growth by: (1) increasing the teacher's acceptance of mainstream options for children wih handicapping conditions, and (2) to increase the awareness of teachers of their own particular strength areas and their ability to use those strengths effectively in mainstream settings. GOAL AREA E: To seek continuation of the program and disseminate information, methods and techniques by:

Mainstream Competencies

Self-assessment Profile

8. DISSEMINATION:

(1) Continuing with the intensive training during summer inservices
(2) Continuing with the introductory and intermediate level of training during the academic year
(3) Extending the inservice training program to support staff, administrators and teachers at the secondary school level
(4) Developing the program into a replicable format to assist other school districts in providing similar services

9. EVALUATION: Evaluation includes comparison via pre and post test measures of knowledge acquisition and attitudes toward mainstreaming.

1. PROJECT NUMBER: 451CH01079
2. TITLE: Operation Interface
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000596
5. CONTACT PERSON: Mr. Karl E. Murray, California
Department of Education, Office of Special Education,
721 Capitol Mall, Sacramento, CA 95814, (916) 322-4695

6. DESCRIPTION: This inservice project is to develop and conduct four training programs for personnel working with individuals with exceptional needs. The four target areas are: (I) Vocational Education for the Severely Handicapped, (II) Non-Biased Appropriate Assessment, (III) Inter-Program Training for Personnel Working with Limited English Speaking/Non-English Speaking (LES/NES) Pupils, (IV) Rural Delivery System for Inservice Training. In addition, the project calls for us to maintain an advisory group of persons from throughout California who are interested in training activities.

Vocational Education

Rural Delivery System

7. MAJOR OBJECTIVES: (I) Vocational Education for the Severely Handicapped. To provide a comprehensive community-based, vocational inservice program for local, district, and SELPA personnel and parents of the severely handicapped. Specific Objectives: (1) a curriculum guide which will be utilized by educational and vocational personnel; (2) inservice training materials which will facilitate the acquisition of essential skills needed by personnel to implement the curriculum; (3) a training of trainers manual and training materials which will facilitate the acquisition of essential skills that local and state personnel need to train inservice educators and vocational rehabilitation personnel; (4) a resource guide to assist inservice personnel in the establishment of vocational educational programs for severely handicapped individuals; and (5) parent awareness and information materials which will assist parents in making necessary attitudinal adjustments as well as advocate for a variety of vocational/career education service delivery systems for the severely handicapped in their respective community.

Non-Biased Appropriate Assessment

(II) Non-Biased Appropriate Assessment. To develop and disseminate non-biased assessment training programs for all educational personnel and parents. Specific Objectives: (1) to continue to provide knowledge and specialized skill-level training in non-biased assessment practices for school assessment teams, psychologists, speech/language therapists, school nurses, program specialists and resource specialists through regional workshops or conferences. (2) to provide knowledge-level training for regular and special education teachers and parents in the cultural factors presently affecting school performance and the assessment of home language and communication skills; to become aware of subtle differences in language use which affect mutual understanding in the learning of standard English language and effect on academic performance.

Limited English Speaking Pupils

Rural Delivery System

(3) this objective was developed based on the needs requested from the field: (a) to disseminate existing assessment approaches, or (b) to adapt existing assessment approaches, or (3) to develop a new approach and training materials for appropriate assessment personnel for the non-biased assessment of the Chinese-American LEP student. (III) Inter-Program Training for Personnel Working with Limited English Speaking/Non-English Speaking (LES/NES) Pupils. This component was designed to train teams of bilingual, special and regular educators to improve services to Limited English Proficient students who also have special needs. Specific Objectives: (1) to develop, field test and conduct training workshops on the effects of bilingual, bicultural backgrounds on teacher expectations and curriculum needs; (2) to develop, field test and conduct training workshops at the knowledge, skill practice and implementation level in communication skills for use with parents of students with bilingual/bicultural backgrounds. (IV) Rural Delivery System for Inservice Training. To increase accessibility of SEA inservice education and IHE continuing education in rural areas by establishing a teleconferencing system of transmission, coupled with written materials and telephone access. Specific Objectives: (1) to provide ccurses currently offered by IHEs and state inservice training workshops via teleconference system; (2) to develop new materials for teleconferencing based on LEA needs assessment.

8. DISSEMINATION: Dissemination will be throughout the State of California except for Component IV which is limited to a specific geographic rural area in each of the 3 project years. Within Component IV, there is a major attempt to tie in the program with institutes of higher education in each of the service regions. In addition, programs will be "advertised" in: (1) Inservice Opportunities Catalog that we developed and update yearly with PL 94-142 funds; and (2) The California Special Education Reporter (a monthly newsletter put out by the Office of Special Education).

9. EVALUATION: Evaluation varies with each component.

10. PRODUCTS: See Objectives.

1. PROJECT NUMBER: 451CH01259
2. TITLE: Maximizing Training for Teachers: Intensive Inservice to Teams of Regular and Special Education Teachers, Administrators, and Parents
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008001469
5. CONTACT PERSON: Bonnie Ann Plummer, Office of the Solano County Superintendent of Schools, 655 Washington Street, Fairfield, CA 94533, (707) 429-6418

6. DESCRIPTION: This inservice project is designed to provide competency-based training to selected school teams addressing the priorities of the State Department of Education and the Office of Special Education. This performance-based approach is generative in nature, i.e., where a time-loaded, 21 hour conference is reinforced by four separate workshops and on site observations with immediate feedback. Training is task-specific and will address assessment, curricular needs, the development of an IEP and updates on federal and state regulations. A primary goal is to assist participants not only in developing new skills, but in realizing existing capabilities.

Competency-based Training Teams

7. MAJOR OBJECTIVES: The specific objectives of this project are to train school site IEP teams in the requirements of Federal and State legislation.

a. Assessing handicapped pupils' educational abilities and needs,

b. Determining appropriate educational placements and services for each of the pupils assessed.

c. Writing individualized educational programs,

IEPs

d. Protecting rights to due process pupils and parents by conducting the above activities in the manner prescribed by law.

In addition, information will be provided which facilitates the concept of working with handicapped students and their parents in a positive educational environment.

8. DISSEMINATION: The training manual will be available for dissemination as will be the workshop format and structure for other rural regional LEAs.

9. EVALUATION: The Discrepancy Evaluation Model will be used as the design for the over-all staff development program. Evaluation documents will be completed by participants, one to test their mastery of the training and one to indicate their appraisal of the project's design and procedures.

DEM

1. PROJECT NUMBER: 451CH01112
2. TITLE: TOTAL ED, Phase II, Teachers Opportunity to Assure Learning in Eduational Diversity
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008000598
5. CONTACT PERSON: Kay Turley, Fullerton Union High School District, 780 Beechwood Ave., Fullerton, CA 92635, (714) 738-3330, 3341, 3332

6. DESCRIPTION: The purpose of the TOTAL ED Project (Teacher Opportunity to Assure Learning in Educational Diversity), Phase II, is to develop a replicable Resource Specialist Inservice Model which will be responsive to the needs of the regular classroom teachers in terms of acquiring the skills and strategies necessary to enhance the handicapped students' opportunity for success in a least restrictive environment. The Resource Specialist Inservice Model includes four major objectives relating to: Staff Development, Community Involvement, Instruction, and Materials.

Resource Specialist Program

7. MAJOR OBJECTIVES:

A. As a result of the Staff Development Objective, Resource Specialists and a cadre of peer facilitators will be effectively trained in the skills necessary to meet the instructional and attitudinal needs of the regular classroom teachers through teacher-to-teacher inservice, teacher-to-department inservice, and/or teacher-to-faculty inservice. The Peer Facilitator Teams, operational on each school site, will design inservices indigenous to the identified surveyed needs of both the individual classroom teacher and the individual school sites.

Peer Facilitator Teams

B. The Community Involvement Objctive will formulate an Advisory Committee comprised of representatives from Institutes of Higher Education, the Regional Special Education Inservice Network, the North Orange County Special Education Consortium, community parents, teachers, and administrators. This diversification of Advisory Committee membership will provide members with: each other's perspectives regarding the complexities of educating handicapped students at the elementary, secondary, undergraduate, and graduate levels, their roles and responsibilities in the social and educational development of the handicapped student, and the identification, compilation, and coordination of resources to aid in resolving the handicapped students' needs.

C. As a result of implementation of the validated Resource Specialist Inservice Model, the Instructional Objective will enhance the handicapped students' ability to achieve in the regular classroom through improved attitudes, enriched instruction, and a more responsive environment.

D. The Materials Objective will result in a descriptive Resource Specialist Inservice Handbook based on validation methodologies, competencies, and desired student outcomes. The intent of this objective is to expand and adopt/adapt the Resource Specialist Inservice Model and resultant Handbook in the three elementary school districts participating in the North Orange County Special Education Consortium, thereby providing other special education consortiums with a replicable inservice model for grades K-12.

8. DISSEMINATION: It is anticipated that the model's replicability will be enhanced by validating its utility as an effective inservice approach for special education consortiums throughout California. The model will serve as a vehicle for updating the California Comprehensive System for Personnel Development and, most importantly, as a means for faculty training and curriculum redesign in institutions of higher learning--with the implication of nationwide application--via a Dean's Grant.

9. EVALUATION: Evaluation will include both formative and summative data collection processes. These processes will emanate from a systematic approach to evaluation design based upon the overall project goals and stated measurable objectives; instrumentation aimed at documenting specific information which will serve to verify the effectiveness of the design intent; and implementation of the evaluation plan via established data collection procedures, including comprehensive data analysis and reporting.

COLORADO

STATE: Colorado

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Colorado

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other	1	1	1	1		800
Total						800

1. PROJECT NUMBER: 451CH01023
2. TITLE:
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000592
5. CONTACT PERSON: Cindi Seidel & Marilyn Handley, Colorado Department of Education - Special Services Unit, 201 East Colfax, Denver, Colorado 80203, (303) 866-2727.

6. DESCRIPTION: Colorado's statewide training activities financed from Title VI-D funds address needs in five areas, namely:

1) promotion of administrative support through a series of leadership workshops

Leadership Workshops

2) provisions of opportunities for interaction and for the development of group skills which enable parents to support themselves and others

Parents

3) training in skills and techniques for assessing and serving handicapped students for parents and staff members of state home and training schools

4) provision of training and technical assistance to psychologists, speech/language therapists and early childhood special education teachers in assessment and programming for preschool handicapped children, and in operating as a multidisciplinary team.

5) increasing health screening skills of selected nurses in rural areas.

Psychologists/ Speech Therapists
Preschool
Multi-disciplinary Teams
Health Screening-Rural

These activities represent about one-sixth of the annual program expenditures for training sponsored by the Special Education Services Unit of the Colorado Department of Education.

7. MAJOR OBJECTIVES: In the first year of the project a manual was prepared for use in the Leadership Series of workshops for principals. The second phase will consist of training principals for their roles as trainer-leaders of their building teams and as trainers of other principals.

Training for groups of parents and child find teams are components which will be continued and expanded during the second year of the program. Provision of training for a select group of nurses in a rural area and for staffs of state institutions, including community center board, have been added to meet the urgent needs of those two groups.

Building-based Teams
Trainer of Principals
Child-find
Nurses/Rural

8. DISSEMINATION: A publication describing the role, function, and operation of the Colorado Comprehensive Personnel Preparation Committee was prepared during the year and is ready for dissemination.

9. EVALUATION: Evaluation of workshops and contracted services will be provided largely by the Planning and Evaluation Unit of the Colorado Department of Education except as specifically provided for through contracted services.

1. PROJECT NUMBER: 029AH10629
2. TITLE: School Nurse Acnievement Progam (SNAP)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000593
5. CONTACT PERSON: Ann N. Smith, R.N., M.S., Co-Director, University of Colorado Health Sciences Center, School of Nursing, C-287, 4200 East 9th Avenue, Denver, Colorado 80262, (303) 394-8733

School Nurse Achievement Program

6. DESCRIPTION: This program is concerned with development, implementation and evaluation of a national in-service program for school nurses. The School Nurse Achievement Program will prepare school nurses to deliver more effective school health services and education to children and adolescents with handicapping conditions.

7. MAJOR OBJECTIVES: To increase and improve school nurses' (a) knowledge level, (b) clinical skills and judgment, (c) attitudes, (d) abilities to function as a health resource person and (e) abilities to coordinate health information in relation to physical and emotional handicapping conditions of childhood and adolescence.

8. DISSEMINATION: Area: In 1981, Colorado, Arizona, New Hampshire, Washington, four additional pilot states will be selected for 1982.

Instructional materials, including seven 30-page self-instructional packets and three one-day seminars disseminated in participating states. Written examinations will be sent to the Educational Services Department of the University of Colorado for scoring and grading.

9. EVALUATION: Objectives include: (1) assessment of knowledge, improved clinical skills and attitudes about handicapped children; (2) assessment of perceived impact of SNAP by school personnel, parents, children and relevant community numbers; (3) experimental studies comparing participating and non-participation nurses; (4) a determination of the extent to which interactions with handicapped children are improved.

CONNECTICUT

72

STATE: Connecticut

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	1
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	1
Speech impaired	0
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Connecticut

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	1	2	3	1	430
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher	1	1	1	1	1	210
Administrators/Supvrs.	1	1	1	1	1	90
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents	1	1	1	1		90
School Brds.						
Teams	1	1	1	1	1	84
Other	1	1	1	1	1	245
Total						1149

1. PROJECT NUMBER: 029CH10038
2. TITLE: Regular In-Service Vocational Education: Preparation of Vocational Educators for Meeting the Needs of Handicapped Students; a Comprehensive In-Service Model
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101731
5. CONTACT PERSON: Dr. Clarence R. Calder, Jr., U-33, School of Education, University of Connecticut, Storrs, CT 06268

6. DESCRIPTION: The project is composed of a fifteen week in-service training program for vocational educators. Trainees are full-time vocational educators in the following areas: vocational agriculture, home economics, industrial arts, business education, occupational education, distributive education, and other related areas. Participants are provided an opportunity to develop and improve their competencies to work more effectively with handicapped learners.

Vocational Educators

7. MAJOR OBJECTIVES: To provide currently practicing vocational teachers (industrial arts, home economics, business education, vocational agriculture and industrial education) with the skills to: (a) identify the characteristics of exceptional students; (b) assess and evaluate the skills of mildly handicapped students; (c) modify instructional strategies and/or alter instructional goals to address unique needs of handicapped students; (d) communicate effectively with all significant individuals and groups concerning the vocational needs of the handicapped learner; (e) identify, assess, and match vocational opportunities for employment and/or sources of additional vocational training with the specific needs and abilities of the handicapped student; (f) provide realistic and appropriate guidance and support for the special needs learner and his/her family in the decision-making process.

Identification, Evaluation, Goals, Communication

8. DISSEMINATION: The project intends to disseminate information through reports, presentations and articles.

9. EVALUATION: The Delbeque Approach will be used to determine discrepancies between desired and actual competency levels of participants and prioritize their training needs. A special assessment system will be developed to determine the degree to which the competencies have been learned and can be put into practice. A comparison of the actual outcomes to expected outcomes will be made to determine if a discrepancy does exist between the two.

1. PROJECT NUMBER: 451AH0007
2. TITLE: Handicapped Personnel Preparation Special Study Institutes
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007801574
5. CONTACT PERSON: David Murphy and Janice Frost, Special Education Resource Center, 275 Windsor Street, Hartford, CT 06120, (203) 246-8514

6. DESCRIPTION: This is a state department proposal to conduct nineteen (19) Special Study Institutes to train a number of regular educators, principals, psychologists, social workers, directors of pupil personnel services and special educators. Training includes: teaching mathematics to the bilingual child; working with special education to assist regular class teachers to meet the needs of exceptional children; improving services to families of handicapped children; assisting the regular teacher to work with the exceptional child; the building principal as staff development leader; behavior management techniques for regular educators working with mainstreamed children, and assessing and evaluating school performance. Additional components provide training for early childhood educators and parents, vocational educators, educators of the severely handicapped, correctional personnel and related services personnel. Participants will receive college credit from many of these institutes. Both elementary and secondary personnel will be trained.

19 Institutes

Early Childhood Parents, Vocational Educators, Corrections Personnel CSPD

7. MAJOR OBJECTIVES: (1) By 1982, increase the number of regular education personnel who can provide appropriate and effective services to exceptional students in least restrictive settings. (2) By 1982, increase the number of early childhood school and community personnel who can provide more appropriate and effective early intervention strategies for these young, handicapped children. (3) By 1982, increase the number of special and regular educators who can provide more appropriate and effective vocational/career education training for handicapped adolescents. (4) By 1982, increase the number of special education personnel who can provide appropriate and effective services to severely handicapped individuals who are either presently unserved or receiving an inadequate education. (5) By 1982, increase the number of related service personnel who can provide appropriate and effective services to handicapped children. (6) By 1982, increase the competencies of the Connecticut Statewide Council on Personnel Development to develop a long-range comprehensive system of personnel development.

9. EVALUATION: Each institute is to be evaluated across two dimensions: process and outcome. Process evaluation methodology includes participants-completed evaluation instruments, large, and small group discussions,

and Institute Director's evaluation instrument. Outcomes will be evaluated by follow-up questionnaires, institute staff synthesis of content, state department analysis of information, LEAs' development of personnel development plans, state department critique of those plans, analysis of participants' written products at institutes (IEPs, etc.), mulitple choice tests and final exams.

1. PROJECT NUMBER: 029CH10047
2. TITLE: Vocational Education for Regular Education Personnel
3. SPONSORING AGENCY: University of Hartford, College of Education and Allied Services
4. GRANT NUMBER: G008101896
5. CONTACT PERSON: Irving Starr/John F. Cawley, University of Hartford, College of Education and Allied Services, West Hartford, Connecticut 06117, (203) 243-4772

6. DESCRIPTION: This project is designed to provide inservice training to regular education personnel who serve handicapped children who are enrolled in vocational education. This includes academic, trade/shop, theory and related teachers and ancillary personnel such as guidance staff and administrators. The format consists of 14 weekly sessions devoted to topics such as: laws attitudes, characteristics, program models, evaluation of student performance, assessment, instructional and material development and adaptation, placement, the world of work, and interagency cooperation. The unique aspect of this program is that it will be presented in 17 regions of the state, thereby offering exposure to personnel from every school district.

Vocational Education

7. MAJOR OBJECTIVES: (a) To provide a working knowledge of the laws and regulations relative to special education, vocational education, vocational rehabilitation and employment. (b) To develop a set of knowledge relative to the characteristics of handicapped youth, assessment and instructional provisions. (c) To develop favorable attitudes toward the handicapped for school and work. (d) To provide a model of communication among staff from different agencies, private sector employers, the parent and the individual. (e) To conduct inservice activities in regions serving local school districts.

8. DISSEMINATION: This project will be widely disseminated throughout the state and packaged as a model for use in other states. The seventeen replications of the project will provide opportunities for personnel from every school district in the state to obtain an awareness level experience in this area. Additional activities will include presentations at special meetings (e.g., Connecticut Business Education Association).

9. EVALUATION: Evaluation activities will be as follows: (a) Participants will be divided into groups and requested to critique each module relative to its appropriateness, comprehensiveness and meaningfulness. (b) Upon completion of the presentation of all modules to any single group, a summative evaluation scale will be administered. (c) One year after participation, each participant will be requested to complete a questionnaire relative

to impact at the local level (e.g., identify an instance in which you utilized something from the inservice training to assist a child or make a program recommendation. (d) Advisory committee will meet on an annual basis to review data and to document the extent to which the project is attaining its goals.

10. PRODUCTS: The product will consist of an instructional manual, participant's workbook and media.

DISTRICT OF COLUMBIA

80

STATE: District of Columbia

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	1
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	8

Special Populations	Number of projects
Minority	3
Bilingual	3
Rural	3
Urban	4
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	8

Total: 9

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: District of Columbia

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	3	3	2		8136
Consulting Teachers						
Resource Rm. Teach.		1	1	1		330
Sp. Class Teacher	3	4	4	4		12,589
Administrators/Supvrs.	2	4	4	4	6	1490
Paraprof./Aides	1	1	1	1	1	2500
Clinicians/Therapists	1	1	1	1	2	500
Psychlgts.					4	444
Counselors		1	1	1	1	432
Physical Ed. Teach.	1	2	2	2	2	1610
Music & Fine Arts. Teach.		1	1	1	1	110
Volunteers	1	1	1	1		5000
Parents	1	1	1	1		1000
School Brds.						
Teams					1	300
Other	1	1	1	1	5	2200
Total						36,641

1. PROJECT NUMBER: 451CH00233
2. TITLE: Allied Health Child-Find and Advocacy Project
3. SPONSORING AGENCY: NP
4. GRANT NUMBER: G008001409
5. CONTACT PERSON: Carolyn M. Del Polito, Ph.D., Project Director, Allied Health Child-Find and Advocacy Project, One Dupont Circle, Suite 300, Washington, D.C. 20036, (202) 293-3422

6. DESCRIPTION: In June 1980, the American Society of Allied Health Professions (ASAHP) was awarded a three year grant from the Office of Special Education and Rehabilitative Services (OSERS) to involve Allied Health professionals in efforts to meet the education-related health needs of handicapped children. While the legislation has existed for six years, there are still large numbers of American youngsters with handicapping conditions who are not receiving appropriate services. ASAHP believes--and the Office of Special Education concurs--Allied Health professionals who work in health-care settings have special access to the majority of these children, and can positively impact local, state, and national efforts in identifying and referring unserved handicapped children and youth.

Allied Health Professionals

7. MAJOR OBJECTIVES: The challenge of the Allied Health Child-Find and Advocacy Project, therefore, has been to design curricula, instructional strategies, and advocacy models which will encourage all Allied Health professionals to become actively involved in advocating for the rights and needs of disabled youngsters and their families. More specifically, the goals of the project are: (a) To prepare Allied Health Professionals for their roles and responsibilities in identifying, referring, and advocating for children and youth with handicapping conditions who are not receiving appropriate educational and related services; (b) To prepare chief administrators of Allied Health schools and training programs for their roles and responsibilities as change agents in developing needed curricular and training programs designed to appropriately prepare related-health services' professionals for their roles and responsibilities in child-find, referral and advocacy for children and youth with handicapping conditions; (c) To create essential linkages between the Allied Health, Education and Health Communities to facilitate joint understandings, relationships, and initiatives in child-find, referral, and advocacy for children and youth with handicapping conditions.

Change Agents

8. DISSEMINATION: To prepare Allied Health professionals for their roles and responsibilities in child-find, referral and advocacy initiatives, workshops and conferences are being designed and conducted for three separate audiences, targeted for their unique potential

Regional Workshops

in affecting change in the roles Allied Health professionals play in the implementation of P.L. 94-142. The activities include: (a) Regional Workshops designed for a cadre of fifty experienced Allied Health professionals in each of the ten Department of Education Regions; (b) Workshops for national Allied Health professional organizations as part of their annual conferences; and (c) Invitational Conferences for Deans and Directors of Schools of Allied Health, Education, and Medicine. Each of the workshops and conferences will be designed to enhance the participants' recognition, knowledge, and acceptance of their roles and responsibilities in identifying and referring handicapped children and youth, and in integrating and coordinating their efforts with other health and education professionals.

9. EVALUATION: Evaluation is occuring throughout the project: pre-and post-survey analyses of Regional Workshop participants' attitudes and behavior toward children and youth with handicapping conditions; actual activities which advocate on behalf of children and youth with handicapping conditions as described at the conclusion of the Regional Workshops and in 6-month follow-up questionnaires; and other activities as deemed appropriate by the project evaluator.

1. PROJECT NUMBER: 029AH10033
2. TITLE: Using Social Work Skills in Due Process Mediation Procedures Under PL 94-142
3. SPONSORING AGENCY: National Association of Social Workers
4. GRANT NUMBER: G008001008
5. CONTACT PERSON: Mary Freeman, National Association of Social Workers Suite 600, 1425 H Street, NW, Washington, D.C. 20005 (202) 628-6800

6. DESCRIPTION: This is an innovative training program designed to equip selected school social workers and allied professionals in special education to perform as mediators in due process procedure under P.L. 94-142. The purpose of the project is to promote the aims of P.L. 94-142; that of facilitating a free appropriate education for all handicapped children. The use of effective mediation skills is viewed as one vital component in realizing this aim. The major goals of the project are: 1) to demonstrate the efficient and effective utilization of social work skills in mediation and 2) to demonstrate the reduction of time and cost factors through the use of mediation.

The work of the first program year of this project was conducted under BEH Grants Under Handicapped Personnel Preparation Program (CFDA No. 13.451).

Objectives for that year will have been reached by May 31, 1980. Negotiations and planning have been conducted in the five states resulting in the scheduling of workshops which will provide training to the 210 participants targeted in the grant proposal.

The project consists of five components: training, curriculum development, materials dissemination, evaluation, and general project management. Training is the major project concern. The purpose of the training program is twofold: 1) to provide direct training in individual states and 2) to demonstrate to other states that mediation skills can be developed and used effectively as due process procedures. The project will be implemented during a three year period. During the first year, emphasis will be on training and materials development. The focus during the second year will be on expanded training and during the final year on training and materials dissemination. Training began in five states during the first project year. These are: Colorado, Connecticut, Iowa, Michigan, and New Jersey. Each of these states have identified concern regarding the growth of formal hearings and their cost. Mediation is a voluntary process often chosen by parents and school systems prior to a formal due process hearing. When handled by trained mediators, the process is viewed as a fair impartial lower cost alternative to formal due process procedures. Additional second year sites will be identified upon receipt of funding for the second and third program years. The estimated number of persons benefiting directly from the project is between 850-900. The number of persons benefiting indirectly approximates 3,500.

Project evaluation will focus on three major areas: 1) short term impact on trainees; 2) longer term impact on trainees; 3) assessment of states' experience with mediation. It is anticipated that this innovative training program can have a national impact for children with all types of special education needs.

7. MAJOR OBJECTIVES: (1) To demonstrate the efficient and effective utilization of social work skills in mediation. (2) To assess effectiveness of mediation as an alternative problem-solving process. (3) Systematically organize existing training materials and develop new materials to comprise a training curriculum to be used by states. (4) Disseminate materials to state and local education agencies and other relevant organizations.

8. DISSEMINATION: Professional development workshops; distribution of training packets to state SEAs; publications.

9. EVALUATION: Project evaluation will focus on three major areas: 1) short term impact on trainees, 2) longer term impact on trainees, 3) assessment of states' experience with mediation. It is anticipated that this innvoative training program can have a national impact for children with all types of special educational needs.

10. PRODUCTS: A book on the mediation process and training will be available.

1. PROJECT NUMBER: 029AH10046A
2. TITLE: Broad Range Inservice Training for Educators (BRITE)
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001325
5. CONTACT PERSON: Dr. Ellen G. Grief & Vivian Tisdall, Div. of Special Education, Webster Administration Building, 10th and H Streets, N.W. Rm. 7, Washington, DC 20001, (202) 724-2141

6. DESCRIPTION: This is a three year project, structured to meet the training mandates of PL 94-142. This project focuses upon the training of special educators, related regular education personnel, teachers of bilingual students and parents. This project utilizes a broad range approach to inservice training including awareness, skill development and application, on-site assistance, support and follow-up.

Bilingual

This project focuses on two levels of personnel. Program 1 utilizes two full-time staff trainers for three, one year cycles to train special educational and regular educational personnel, teachers of bilingual students and parents. Program 2 will concentrate on personnel and parents of students in state level special schools and state supported programs. Training is provided by an area institution of higher learning which will implement three, one year sequential programs.

7. MAJOR OBJECTIVES:

A. To increase teacher competencies through development of nondiscriminatory assessment.

Nondiscriminatory Assessment

B. To increase proficiency of instructional and support personnel in the design and implementation of the IEP.

IEP

C. To improve the ability of instructional and support personnel to provide curricula and instructional materials to meet the needs of handicapped children.

D. To improve the ability of instructional and support personnel to identify and appropriately utilize instructional methodologies and classroom management strategies.

Instructional Methodologies and Management Strategies

E. To increase the knowledge of state and regional personnel serving the handicapped and parents of handicapped students of the mandated responsibilities and obligations under PL 94-142.

F. To increase competencies of teachers of bilingual children to perceive learning deficits and implement prescriptive teaching curricula and methodologies.

G. To improve the ability of parents of handicapped children to integrate in the home and community those skills and concepts taught at school.

8. DISSEMINATION: This project comprises two levels of dissemination: (1) Regional special educators, related regular education personnel, teachers of bilingual students and parents. (2) Personnel and parents of students in state level special education facilities.

9. EVALUATION: Evaluation consists of a needs assessment survey of skills indicated in the project objectives and a participant evaluation of each training session.

1. PROJECT NUMBER: 451CH00068
2. TITLE: Regular Education Inservice Training: Training Physical Education and Recreation Personnel to Implement Programs for Preschool Handicapped Children
3. SPONSORING AGENCY: NP
4. GRANT NUMBER: G008001322
5. CONTACT PERSON: Karen Littman, 804 D Street, NE, Washington, D.C. 20002, (202) 546-6888

6. DESCRIPTION: The purpose of this training project is to facilitate the development and implementation of motor development and associative learning programs (e.g., language, socialization, self-concept) for moderately to severely handicapped children, ages 3-5 years of age in preschool programs. This will be accomplished by providing inservice training to regular personnel who operate as specialists, classroom teachers, supervisors, or administrators in day care, Head Start, recreation, physical education or related programs. The inservice training programs are to be conducted on three levels: awareness training, implementor training, and training trainers. This project would result in the formulation of training programs and demonstration sites which begin at the state level during 1980-81, and expand to encompass regional needs during Year II (1981-82) and Year III (1982-83).

Motor Development and Associative Learning Programs
Moderately/Severely Handicapped Preschool Children

Trainer of Trainees

It is anticipated that over a three year period, approximately 3,310 individuals will experience the opportunity to improve their competencies required for implementing programs for preschool handicapped children. Also, in the time frame of this grant, a minimum of 675 children will receive services through the training programs.

7. MAJOR OBJECTIVES: The overall goal of this project is to augment the developmental level of the preschool handicapped child by: training personnel in day care, Head Start, recreation and physical education and related programs to implement this program for preschool handicapped children; preparing trainers to continue training and implementation of the program in their region; and facilitating and encouraging the implementation of a model program of motor development and associative learning (e.g., language, socialization, self concept).

In order to obtain this goal, specific objectives to be achieved are listed below:

1. To conduct Awareness Training on a state and regional level.
2. To conduct inservice training for implementors on a state and regional level.
3. To conduct Trainer training on a state and regional level.
4. To provide evaluation of training programs and materials and impact of training upon trainees completing the

program.

8. DISSEMINATION: The project will disseminate articles, information bulletins, brochures and training materials on a local, state and national level as well as conduct workshops and training sessions at conferences. DEM

9. EVALUATION: Formative and summative evaluation guided predominantly by the Discrepancy Evaluation Model.

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1. PROJECT NUMBER: 029CH10053
2. TITLE: Personnel Preparation and Education of the Handicapped: Higher Education Association with Emphasis on Regular Education Preservice
3. SPONSORING AGENCY: Education Association
4. GRANT NUMBER: G008101992
5. CONTACT PERSON: Diane Merchant/David Imig

American Association of Colleges for Teacher Education
Suite 610, One Dupont Circle
Washington, D.C. 20036
(202) 293-2450

6. DESCRIPTION: This project intends to maintain and expand the commitment of teacher educators to the implementation of P.L. 94-142. It focuses, in particular, on the preparation of regular educators to contribute to the education of exceptional students. The project will sponsor a national conference in 1982 for AACTE State Leaders on various topics in special education. Training materials on the following will be developed through the project for use at the national conference: 1) State Certification and Program Approval Standards for the Preparation of Regular Educators for Education of the Handicapped. 2) Personnel Preparation for Educating Handicapped Children and Youth in Non-Traditional Education Settings. The project will also conduct training sessions for its member institutions on a new accreditation standard adopted by the National Council on accreditation of Teacher Education (NCATE). This standard requires that all teacher education programs that receive NCATE accreditation or re-accreditation must meet the NCATE standard for the preparation of all educators to contribute to the education of exceptional students. The Project will conduct 4 regional training sessions, including one at AACTE's 1982 Annual Meeting, on the implementation of the standard.

National Conference

4 Regional training sessions

7. MAJOR OBJECTIVES:

a. To maintain and expand commitment of teacher educators to the implementation of the Education for All Handicapped Children Act.

b. To train teacher education leaders in various topics in special education.

c. To train teacher educators in the implementation of the NCATE Standard on the preparation of educators for education of the handicapped.

8. DISSEMINATION: Dissemination activities include the dissemination of materials developed through the project to the AACTE membership. Those materials include those mentioned above under "Description" and a resource document on the NCATE standard.

9. EVALUATION: Evaluation will include pre and post tests of knowledge on the topics presented at the national conference and at the NCATE training sessions. Evaluation of the training sessions will also be done by participants at the sessions. Participants will evaluate the resource

document, as well, for effectiveness. NCATE self- study reports will be evaluated, on a selective basis, for improvement by the institutions toward meeting the NCATE special education standard.

10. PRODUCTS:
    a. A resource document on the NCATE Special Education Standard to assist institutions in implementing the standard.
    b. Two papers on the following special education topics:
        1) State Certification and Program Approval Standards for the Preparation of Regular Educators for Education of the Handicapped.
        2) Personnel Preparation for Educating Handicapped Children and Youth in Non-Traditional Education Settings.

1. PROJECT NUMBER: 451CH00066

2. TITLE: Comprehensive Vocational Education For All Handicapped Persons: Training Advisory Council Members and Other Key State and Local Representatives

3. SPONSORING AGENCY: NP

4. GRANT NUMBER: G008000941

5. CONTACT PERSON: Jane Ann Razeghi, Education Coordinator, American Coalition of Citizens with Disabilities, 1200 15th Street, N.W., Suite 201, Washington, D.C. 20005, (202) 785-4265

6. DESCRIPTION: The overall goal of this project is to conduct state training conferences for those individuals on advisory committees who are in key positions of influence in each target state regarding the implementation of comprehensive vocational education for all handicapped students. Over a two year period, six (6) conferences will be held and over two hundred (200) persons will be trained. Because each state's needs vary, each state conference may focus on slightly different topics depending on the nature and the needs of each state.

State Training Conferences

Vocational Education

7. MAJOR OBJECTIVES:

A. To develop a conceptual advisory council model for both urban and rural states that can be implemented to assist in the continuous coordination in the delivery of appropriate vocational education.

Advisory Council Model

B. To develop a training program to instruct the various types of advisory council members who represent the interests and the concerns of handicapped individuals on appropriate vocational education for the disabled.

C. To implement and field test the training package to determine its applicability and feasibility for state and local, urban and rural settings.

8. DISSEMINATION: National visibility and dissemination of the project efforts will be provided through existing newsletters (American Vocational Association, Council for Exceptional Children, Division of Career Development, National Association of Vocational Special Needs Personnel, etc.), conventions, articles and a final evaluation report.

9. EVALUATION: Two types of evaluation strategies will be used: on-going and summative. Pre-post measures of the advisory council members' knowledge regarding vocational education for handicapped students will be undertaken. The pre-training profiles will assist us in developing the training objectives which will be reviewed by the state/ local advisory committees.

1. PROJECT NUMBER: 451AH00027
2. TITLE: Regular Education Inservice: Inservicing Regular and Special Education Administrators in Their Roles and Responsibilities in Providing Programs for Handicapped Children.
3. SPONSORING AGENCY: NPO (Other)
4. GRANT NUMBER: G007802163
5. CONTACT PERSON: William Schipper, Associate Director, National Association of State Directors of Special Education, 1201 16th St. N. W., Suite 610 E, Washington, D. C. 20036, (202) 833-4193.

6. DESCRIPTION: This is a national inservice training project designed to impact directly on the nation's special education units in 57 state departments of education and the more than 600 professionals in those units, and directly and nondirectly on numerous other SEA and LEA teachers, administrators and school board personnel.

Administrators
School Boards

The central purpose of the project is to develop and disseminate appropriate information, materials and workshops relevant to the roles and responsibilities for providing special education services according to the provisions of P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

7. MAJOR OBJECTIVES: Seven major "theme" activities have been targeted to achieve the purpose of the project. The activities are: a. Workshops on Roles and Responsibilities of General Education Administrators in the Education of Handicapped Children. b. The Administrator Exchange Program. c. Workshop for SEA Part D Administrators. d. Institutes on Planning for Full Services to Handicapped Children. e. Institute on Planning and Evaluation of SEA and LEA Operations. f. Federal-State Relations Workshops. Each of the proposed activities will contribute to the following list of expected results and benefits. In addition, the direct benefits will be multiplied by each training participant or disseminating agent. This "multiplier" effect will occur as most of the activities are designed to provide the participants the necessary skills and resources to replicate direct training experiences and the knowledge to further disseminate any information, materials or product resources to their peer group or to constituent groups.

Multiplier Effect

The following specific results and benefits are expected to occur by the end of the first year: an increase in SEA and LEA administrator competence in providing programs for handicapped students; an increase in communication between and among SEAs, strengthening potentials and sharing of ideas and resources for appropriate delivery of services; development of a number of validated, field tested competency based training modules specific to the needs of SEA and LEA administrators; an increase in communication and cooperation between university departments of regular and special education administration, impacting on preservice training courses for regular and special education administrators; an increase in SEAs' capacities for providing inservice training to local education agencies; an increase in SEA personnel competencies in administrative and management functions; increased communication between regular and special educators at all levels (national, state and local); progress towards the goal of providing an appropriate educational program for every handicapped child; contributions (publications, manuals, etc.) to the field on the best practices and current developments; an increase in direct communications and coordination between federal (BEH) and state administrators.

8. DISSEMINATION: NASDSE plays two roles in dissemination: a. distributing all products and information, b. "brokering" the dissemination of exemplary products, projects and activities for replication. The primary recipients of NASDSE materials and information resources are SEA administrators, BEH personnel (all divisions) and directors of Regional Resource Centers, and a number of key organizations which in turn become dissemination agents. Purposes are two-fold: 1. to provide these persons with direct resources (information, manuals, publications, training), and 2. to utilize a "spin-off" effect whereby these persons pass along information, training, etc. to their peers or constituent groups. Using this model, NASDSE has developed an efficient dissemination system over the years which can "get the word out" quickly. The vehicles for dissemination include direct mailings of materials, documents or information, announcements of documents or products available, or direct involvement in workshops and conferences. All products are also entered into the ERIC system in Reston, VA (CEC). NASDSE has had 17 products accepted into the ERIC system in the past three years.

The appropriate dissemination vehicle and dissemination target are decided upon for each training product or activity primarily by the National Office staff, the Executive Board, and the Project Officer.

9. EVALUATION: NASDSE evaluates all functions, programs, activities and products in four major ways: implementation, process, outcome and impact. NASDSE's evaluation system is considered an integral and critical component of the training grant. The four types of evaluation are: Implementation Evaluation. This process ensures that each program, activity or product generated in the training program is timely and relevant by responding to expressed needs of SEA personnel. It also provides direction and the opportunity for adequate planning. Process Evaluation. This evaluation process measures the efficiency, appropriateness, completeness and quality of the actual training vehicle such as workshops, conferences, exchanges, products and communications. Upon analysis of the results of the data collected in this process (formative), appropriate changes or modifications can be made immediately during the activities as well as for future similar activities. Outcome Evaluation. NASDSE's major objective is the achievement of competency by participants of any NASDSE workshop or conference. The process of outcome evaluation measures outcomes of training

activities and products against the individualized needs of participants in training programs. This is assessed at the time of the actual training experience. An example is the final evaluation of each workshop. The participants indicate on a numerical scale their rating of organization of the workshop, the work of the consultants, the ideas and activities presented, the participants' expectations and the value of the workshop. The ratings are averaged together to give the mean rating of each item. Impact Evaluation: At a later date, usually three to twelve months after the training experience, NASDSE determines the degree or usefulness of the training, or changes in on-the-job performance and-or program changes as a direct result of the activities or product(s) developed and can also trace any "spin-off" or multiplier effects of the training activity or product produced.

For example, the follow-up or impact evaluation of a state planning conference showed that participants had been able to incorporate the information from the planning conference in their state plan.

Another example is found in an analysis of the dissemination of products. For instance, in studying the purchase patterns of orders for the Functions of the Placement Committee in Special Education: A Resource Manual, NASDSE was able to determine who was using the manual. The 25,000 copies disseminated to date are primarily to SEAs, LEAs, and universities. Even though the primary target audience for the manual was SEAs and LEAs, university training programs have become a major user of the manual and have often made it an integral part of their programs.

In addition to evaluating each activity for impact, NASDSE evaluates its processes and products systematically to measure and assess as near as possible the total impact of the training grant--that is, of the effects of both the direct activities and the indirect or multiplier activities.

Summary. Evaluations are conducted for NASDSE activities and products by both internal and external personnel. The majority of evaluations are conducted by the NASDSE staff through questionnaire, telephone surveys, and by direct discussion and feedback. When appropriate, external consultants with expertise in evaluation are secured to evaluate activities and products in which more objective vantages are considered important.

1. PROJECT NUMBER: 451CH00085

2. TITLE: Physical Education, Recreation and Sports Skills Integration of Handicapped Children and Youth Facilitator Inservice Training Protocol

3. SPONSORING AGENCY: NP

4. GRANT NUMBER: G008001387

5. CONTACT PERSON: Dr. Thomas Songster, Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006, (202) 331-1346

6. DESCRIPTION: The major purpose of this project is to upgrade the knowledge, skills, and competencies of physical education, special education and other teachers in the education of handicapped children and youth through the use or expanded use of physical education/recreation activity programs within the Special Olympics network. It is proposed that this be accomplished through the development, refinement, dissemination (multi-media) and interpretation (inservice workshops) of materials and instruction which describes an exemplary program of sports instruction and athletic competition - the Special Olympics.

Physical Education/Recreation Activities

Special Olympics Network

7. MAJOR OBJECTIVES: (1) to greatly enhance the total education of all handicapped youngsters through the integration of physical education/recreation experiences in their formal and informal schooling; (2) to stimulate the initiation (where none exists) and expansion of programs of physical education and recreation for the handicapped in schools, homes and community agencies throughout the county; (3) to make the general citizenry more aware of the need for and more involved in the advocacy of quality education programs for all handicapped children and youth.

8. DISSEMINATION: The project intends three levels of dissemination: National Special Olympics Directors' Conference, Special Olympics state workshops, and Special Olympics area and local workshops. Dissemination activities include inservice workshops for targeted audiences, public presentations at state, regional and national meetings, newsletters and certificates of completion, and parent meetings and workshops. Efforts will be made to tie with state inservice days for special educators and physical educators.

9. EVALUATION: Evaluation includes the measurement of attainment of objectives and sub-objectives (pre-, posttest and 10-hour practicum assignment) by workshop participants.

1. PROJECT NUMBER: 451AH00099
2. TITLE: AFT Teachers' Network for Education of the Handicapped
3. SPONSORING AGENCY: Other - American Federation of Teachers
4. GRANT NUMBER: G00791295
5. CONTACT PERSON: Carolyn Trice, Director, AFT Teachers' Network for Education of the Handicapped. Tel. No.: 202-797-4463, 11 Dupont Circle, Washington DC 20036

National Teacher Association

6. DESCRIPTION: This project is designed to develop the local affiliates' capacity to provide meaningful inservice education to regular education teachers, to develop and collect resource materials which will help regular education teachers provide and appropriate education to handicapped children and to disseminate these resources and other useful information to teachers throughout the country. Three components of the project are: 1. Non-Degree Conference Component: Training of a cadre of AFT activists from around the country on the techniques of planning and developing a meaningful inservice program for regular education teachers in their locals and surrounding areas. 2. Resource Building Component: Development of booklets on various disabilities that provide practical information from regular education teachers on effective instructional techniques for handicapped children with these disabilities; and the development of a manual for inservice providers that includes detailed information on how to organize and implement an effective ongoing inservice program. 3. Dissemination Component: General information on PL 94-142 and specific information on educating mainstreamed handicapped students will be disseminated to members via the project's monthly newsletter, Spectrum, AFT publications, the existing teacher center network, and the local, regional and national conferences of AFT and other education organizations.

Conferences

Resource Building and Dissemination

7. MAJOR OBJECTIVES: 1. To organize a network of AFT activists throughout the country who are knowledgable about the issues related to PL 94-142, committed to see that inservice training is provided to regular education teachers, and trained in the technical aspects of planning and implementing an effective inservice program for regular educators. 2. To facilitate dissemination of informational materials on federal law and regulations to educators of handicapped to regular educators and school personnel throughout the country. 3. To develop additional expertise on legal requirements in educating handicapped among specific AFT leaders. 4. To produce resource materials on effective methods and procedures for teaching handicapped children

which address specific problems or inadequacies regular education teachers perceive in their classes and their own ability to teach handicapped children.

8. DISSEMINATION: Sharing courent AFT and non-AFT publications with network members. Materials developed to be sent to 2,400 local federations, network members, and advertised beyond target audiences. Information on the network's activities will be included in the projects monthly newsletter, Spectrum, and AFT's monthly newspaper and quarterly professional magazine. The information can easily reach 300,000 regular teachers.

9. EVALUATION: Based upon number of requests received and feedback from the field.

FLORIDA

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STATE: Florida

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	2
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Florida

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	2	1	1		73
Consulting Teachers						
Resource Rm. Teach.		1				14
Sp. Class Teacher		1				14
Administrators/Supvrs.		1				14
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.		1				3
Music & Fine Arts. Teach.						
Volunteers						
Parents	1	1	1	1		13
School Brds.						
Teams						
Other						
Total						131

1. PROJECT NUMBER: 451AH00420
2. TITLE: Total Community Involvement Project for Educating Exceptional Students.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900911
5. CONTACT PERSON: Ruth C. Arnold, Stetson University, Dept. of Education, Woodland Blvd., DeLand, FL 32720, (904) 732-4121

6. DESCRIPTION: The thrust of Stetson University's Grant Award Project (which is in its third year of a 3-year award program) is toward an integrated program for training in-service regular classroom teachers and paired parents to work with students with LD.

Regular Teachers, Parents

Each year the program begins with an intensive 6-week summer institute in which the regular classroom teacher participants (K-12) selected from the five participating counties receive 9 semester hours of gratuate credit (tuition-free) in a program of preparation in the teaching of LD pupils relevant to the regular classroom. The emphasis is upon extending and enriching the knowledge and skills of regular educators to enable them to teach exceptional students in accordance with PL 94-142. During the fall the participating teachers have 2 or more on-site visits by project personnel to assist them in curriculum implementation for LD children mainstreamed into their classes. These visits reinforce and enhance the competencies learned during the Institute.

The thirteen teachers will be paired with the parents of the children in their classroom with LD. In the fall these paired parents will have six 2-hour evening workshops.

7. MAJOR OBJECTIVES: The global objective is toward an integrated program for training inservice regular educators and paired parents to work with students with learning disablilities. In the first objective emphasis is on extending and enriching the knowledge and skills of regular educators to enable them to teach exceptional students in accordance with PL 94-142. The second objective is increased understanding between parents and children, and ultimately to more teaching and learning experiences for children with learning and behavior problems. The pairing of parents and teachers extends the sphere of influence of the program to both the home and the school. The integrated program has an impact on those most influential in the students' lives - their parents and teachers.

A most important aspect of this project is the "multiplier effect" which takes place when the teachers and parents pass on skills and techniques to their colleagues.

"Multiplier Effect"

8. DISSEMINATION: Through teachers and parents to their colleagues, and by request.

9. EVALUATION: University of Alabama (at Birmingham) Needs Assessment. Grades in courses in Institute - Competencies Faculty Evaluation Form (Stetson). Cartwright Diagnostic Teaching Model Criteria Exceptional Child Teacher Self-Evaluation form for five county (North Florida) special education project; University of Alabama (Birmingham) Individual Teacher Reporting Form; Parent Attitude toward Child-School Relationship (Stetson); Student Behavior Checklist (Dade County, Florida School System); statistical analysis, charts, summaries, samples of data.

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1. PROJECT NUMBER: 029AH10313
2. TITLE: Regular Education Inservice: Handicapped Personnel Preparation
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G007901280
5. CONTACT PERSON: Jan P. Maxwell, Delaney Center, 800 S. Delaney, Orlando, Florida 32801, (305) 422-3200, ext. 567

6. DESCRIPTION: This project intends to train through an Intervention-Implementation-Dissemination Approach, elementary school teachers and principals in those skills, understandings and attitudes necessary for their respective roles, so as to provide for the effective integration of emotionally handicapped (EH), learning disabled (LD), and educable mentally retarded (EMR) students into the educational and social mainstream of the school. In addition, as central to the I-I-D approach, exceptional child educators become part of a school based facilitation team with the principal and regular classroom teacher.

Intervention-Implementation-Dissemination Approach
Principals

School-based Facilitation Team

7. MAJOR OBJECTIVES: (a) To increase the practice of providing education in the least restrictive environment for EH, LD, and EMR students. (b) To improve the attitudes, skills, and understandings of regular elementary classroom teachers, elementary principals and exceptional child educators. (c) To increase the abilities of regular classroom teachers, exceptional child educators, and elementary principals to raise the non-handicapped students' sensitivity to the special needs of handicapped children and to help the handicapped child to understand his-her own responsibility for facilitating integration.

Student Attitudes Toward Integration of The handicapped

8. DISSEMINATION: This project component addresses the formal and informal activities of each facilitation team in its particular school and the interaction of the facilitation teams with regular educators district-wide.

Formal dissemination will occur via the facilitation teams who are responsible for carrying out its individual in-school dissemination plan with guidance and project staff; i.e., how they are going to transfer this knowledge and ideas to others.

Informal dissemination results from the daily exchange through normal contacts between untrained and trained staff at each school.

9. EVALUATION: Evaluation will be based upon: a) Each project objective to accomplish desirable competencies. b) Training approach, each of its components and the curriculum contents used. c) Each training activity (pre and post-test of summer and mini-institutes, workshops, etc.) and training resources.

For purposes of evaluation, a log of parent contacts and nature of the contacts will be maintained by all trainees to ascertain whether parental involvement is increasing. Third party evaluation will be arranged by the Teacher Education Center through one of its collaborating institutes.

1. PROJECT NUMBER: 451CH00501
2. TITLE: Training of Leadership Personnel and Personnel in Low Prevalence and Critical Shortage Areas in Education of the Handicapped
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000580
5. CONTACT PERSON: Dr. Landis M. Stetler, Florida Department of Education, Bureau of Education for Exceptional Students, Knott Building, Tallahassee, FL 32301, (904) 488-1570

6. DESCRIPTION: The activities included in this project are designed to impact upon needs that affect the entire state and have direct impact upon all exceptional students. The activities address six (6) of the U.S. Commissioner's twelve (12) priority areas: (1) Early Childhood; (2) Interdisciplinary (3) Severely Handicapped; (4) Physical Education; (5) Regular Education; and (6) General Special Education. The project will better prepare personnel to deliver services in their area of specialization. All exceptionality areas will be addressed in the training activities and participants will include special educators, regular educators, physical educators, program administrators, staffing specialists and parents. It is anticipated that the impact will go beyond that of special education programs per se to improve the learning environment for handicapped students through the educational system.

Early Childhood, Interdisciplinary, Physical Education

7. MAJOR OBJECTIVES:

(a) Training of leadership and potential leadership personnel to assist them in managing quality programs for exceptional students.

(b) Increase competencies of all personnel through training on new developments and emerging practices.

(c) Provide training for personnel in low prevalence and critical shortage areas.

(d) Provide for cooperative planning among institutions of higher education, non-public schools, and state agencies to assure that ongoing training activities meet Florida's personnel needs in exceptional student education.

Cooperative Inter-agency Planning

8. DISSEMINATION: Dissemination and diffusion of materials and information relative to or developed through training activities is a support service provided through the Florida Diagnostic and Learning Resources System (FDLRS). FDLRS Associate Centers are also a major vehicle for replication of state-initiated training activities.

9. EVALUATION: The evaluation workplan provides both formative and summative date and measures four critical components: Implementation evaluation, Process data, Product

data, and Impact evaluation.

GEORGIA

STATE: Georgia

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	4

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	3
Urban	2
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	1
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Georgia

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	4	2	2		5832
Consulting Teachers		1	1	1		5
Resource Rm. Teach.	2	3	2	2		1753
Sp. Class Teacher	2	4	3	3		903
Administrators/Supvrs.	2	4	3	3	2	380
Paraprof./ Aides	1	1				30
Clinicians/ Therapists	1	1				3
Psychlgts.						
Counselors						
Physical Ed. Teach.		2	2	2		185
Music & Fine Arts. Teach.						
Volunteers						
Parents	2	2	1	1		260
School Brds.						
Teams						
Other				1		100
Total						9451

1. PROJECT NUMBER: 451AH00274
2. TITLE: Preparation of Professional Personnel in the Education of the Handicapped in Georgia
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007900908
5. CONTACT PERSON: Alan White, State Department of Education, Program for Exceptional Children, Atlanta, Georgia 30334, (404) 656-6319

6. DESCRIPTION: This project intends to train approximately 8,860 professionals, paraprofessionals, and parents to work with exceptional children across the state of Georgia. Training activities will be of three different types; Special Education Institutes and Tuition grants; Special Education Inservice Workshops (impacting severely handicapped area only); and general education inservice workshops. The primary delivery system to carry out these instructional activities will be the Georgia Learning Resources Network. The majority of these activities will include joint planning between GLRs, LEAs, IEAs, and colleges and universities.

Paraprofessionals, Parents

Georgia Learning Resources Network

7. MAJOR OBJECTIVES: (1) Preparation of personnel to serve handicapped children in the following areas of exceptionality: BD, SLD, HH-D, MH, and CCHI. (2) Preparation of regular educators to better serve handicapped children in regular classrooms with supportive services from special educators and to prepare regular education administrators (principals, curriculum directors, etc.) in procedures and processes of special education as related to current state and federal laws. (3) Inservice training for special education teachers, through short-term workshops, to upgrade competencies in teaching handicapped children.

Administrators

8. DISSEMINATION: The primary thrusts of information dissemination activities relating to this project are to assure that educators and other individuals who serve handicapped children are afforded access to specialized training statewide. Such promising practices derived from educational research, demonstration and other acquired projects.

9. EVALUATION: Evaluation design applies to two general areas of training - preservice and inservice. Preservice-program reviews, certification assessments, performance-based certification and participant evaluation data. Inservice-expert review of proposed workshop activities, participant evaluation of workshops, outside observer-evaluation, and post activities evaluations by participants.

1. PROJECT NUMBER: 451AH00233
2. TITLE: Graduate Preparation of Physical Education Teachers and Recreation Therapists for the Handicapped-Preservice and Inservice Components
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901299
5. CONTACT PERSON: Dr. Ernest Bundschuh, Athens Unit, G.R.C., 850 College Station Road, Athens, GA 30605, (404) 542-8970

6. DESCRIPTION: The graduate program prepares physical educators and recreators to service all handicapped individuals regardless of specific handicapping conditions. The masters program prepares professionals to function in the roles of direct care providers, resource specialists, and supervisors/administrators. Cross categorical efforts utilizing an interdisciplinary approach is the major focus of the program.

Physical Educators/Recreators
Direct Care Providers, Resource Specialists, Supervisors/Administrators

The major thrust of the inservice program is to increase the knowledge and competencies of regular physical education teachers responsible for providing services to handicapped individuals. Other groups, however, are also served by the inservice program. One component is targeted at decision makers in the school systems (administrators and coordinators). The focus is on developing awareness of alternatives for handicapped students within the least restrictive program as well as special programs and means for promoting cooperation among agencies in planning and implementing interventions.

7. MAJOR OBJECTIVES: Major objectives include provision of opportunities for the physical education teacher to increase skills and techniques in working with handicapped students in the following specific areas: 1) Responsibilities of Physical Education to the Handicapped, 2) Developing Individualized Educational Plans, 3) Physical Education Program Planning, 4) Modified Sports and Games, and 5) Assessment and Evaluation, 6) Behavior Management.

IEPs

8. DISSEMINATION: The recipients include administrators, physical educators, classroom teachers, special education teachers, and parents throughout the 154 counties in the state of Georgia served by Project DART. Further dissemination activities concern direct involvement in the State Committee on Comprehensive System of Personnel Development as well as regional and national communique with the Adapted Physical Education Academy of the American Alliance for Health, Physical Education, Recreation and Dance and the National Consortium on Physical Education and Recreation for the Handicapped.

9. EVALUATION: The program design and evaluation plan for both the preservice and inservice components of the Project are generally based on the framework of the discrepancy evaluation model. For the preservice program instruments to assess trainee evaluation of preparation,

DEM

graduate job performance, and Project teacher effectiveness have been developed to determine Project strengths and weaknesses. Inservice evaluative data was initially generated through a statewide needs assessment and is presently focused on inservice training evaluation, program design, instrumentation, technique and planning.

1. PROJECT NUMBER: 451AH00275
2. TITLE: Inservice Training: A Comprehensive Program to Prepare Regular Classroom Trainers, Early Childhood Trainers, Paraprofessionals and Parents as Instructional Teams to Work with Handicapped Children in the Regular Classroom Setting
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900966
5. CONTACT PERSON: Brenda Rogers, Atlanta University, Special Education Department, 223 Chestnut Street, Atlanta, Georgia 30314, (404) 681-0251, Ext. 221

6. DESCRIPTION: This model utilizes the "total school" approach training the entire staffs (including paraprofessionals, media specialists, librarians and itinerant teachers) of 2 elementary scools to work effectively as a team to provide services to handicapped children in regular clssrooms. By the end of the three-year period, 9 school staffs will be trained. This is a competency and field-based modularized training program operated in conjunction with the Atlantic Public School System. Activities include workshops and seminars followed up with field observation and classroom practica, field visits and demonstrations, and videotape viewing.

"Total school" Approach
Paraprofessionals, librarians
Staff teams
Competency-based, modularized

7. MAJOR OBJECTIVES: (1) To develop and test an inservice training model in the Atlanta Public Schools for training regular classroom teachers, early childhood teachers, paraprofessionals, and parents. (2) To develop a functional team approach for working with the handicapped child in the regular classroom, and to develop skills in interpersonal relations which will enable members of the team to work together effectively. (3) To train regular classroom teachers to work effectively with handicapped children in the regular classroom setting, and to develop positive attitudes toward working with the handicapped child.

Early childhood
Parents

8. DISSEMINATION: To political leaders, Atlanta and surrounding school districts, professional organizations through distribution of "start up" packets, consultation, and formal addresses, articles and direct replication.

9. EVALUATION: DEM

DEM

1. PROJECT NUMBER: 451AH00276
2. TITLE: Reg Ed Inservice for the Preparation of Personnel under PL 93-380 Part D
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900961
5. CONTACT PERSON: Richard W. Wehr, Georgia State University (HPRS), University Plaza, Atlanta, Georgia 30303, (404) 658-2536

6. DESCRIPTION: This project presents an approach for the inservice training of physical education teachers and other personnel holding responsibilities for physical education of the handicapped. The target geographical area consists of the four Georgia Learning Resource Areas contiguous and to the NW of Metropolitan Atlanta. The overall design is to support a "ripple training effect" such that the four GLRA's will be covered within the three year period.

Physical Educators

Ripple effect

The major objective is the development of an inservice training center in each of the GLRAs. There will be almost weekly on-site visits with the inservice training personnel for purposes of training and center development.

Inservice Training Center

7. MAJOR OBJECTIVES:

a. To increase awareness of Georgia House Bill No. 504 and PL 94-142 as it relates to physical education for handicapped children.

b. To increase awareness of the components of a quality program including competencies of needed personnel, materials, facilities, and sources of assistance.

c. To increase awareness of organizational strategies for better program implementation. B. Physical Educators

1. To increase awareness of Georgia House Bill No. 504 and PL 94-142 as it relates to physical education for the handicapped.

2. To make aware of the assistance offered by Project GRIT.

3. To make aware of the inservice training centers. C. All Personnel

1. To establish the inservice training centers.

8. DISSEMINATION: Project GRIT information will be disseminated through the Learning Resource Centers of the State Department of Education. All phases of the project will be compiled into an implementation booklet.

Further dissemination of the project will naturally occur as staff and trainees publish articles and or offer presentations relative to the project. This would result in dissemination of information at local, state, regional, or national levels.

Implementation Booklet

9. EVALUATION: Evaluation includes the measurement of attainment of stated objectives. This will be accomplished by pre-post surveys and questionnaires in addition to on-site evaluation of the inservice training centers' personnel.

GUAM

STATE: Guam

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Guam

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						

1. PROJECT NUMBER: 451CH01257
2. TITLE: Program Assistance Grant: Personnel Development in Special Education for the Territory of Guam
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001468
5. CONTACT PERSON: Victoria Harper, Guam Department of Education, P.O. BOx DE, Agana, Guam 96910, (477-9352)

6. DESCRIPTION: This project provides workshops for regular and special education teachers and administrators to reach eight major objectives identified by the education department of Guam as necessary to realizing the provisions of P.L. 94-142. Some workshops are conducted at the trainees' schools. Some special thrusts are the establishment of resource rooms or pre and vocational programs, and physical education.

Vocational, Secondary Physical Education

7. MAJOR OBJECTIVES: (1) To have more regular education trainers involved in mainstreaming programs; (2) To have more special education trainers planning implementing, mainstreaming programs; (3) To have more trainers able to implement educational programs designed to meet the needs of children with severe language disabilities; (4) To have more trainers able to implement educational programs designed to meet the needs of children with severe emotional problems; (5) To have more Special Education trainers able to implement an individualized physical, educational programs for children with special needs. (6) To have more special education trainers able to design, implement, and evaluate the effectiveness of Resource Rooms. (7) To have more pre and inservice educational personnel involved in physical education and recreation rooms for children with special needs (8) To have more trainers trained in educational methods to use with low incidence handicapping conditions.

Severely Emotionally Disturbed

8. DISSEMINATION:

9. EVALUATION: Teacher reports, data on number of students served

HAWAII

STATE: Hawaii

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	1
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Hawaii

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1		1335
Consulting Teachers						
Resource Rm. Teach.	1	1	1	1		165
Sp. Class Teacher	1	1	1	1		165
Administra-tors/Supvrs.					1	60
Paraprof./ Aides	1	1	1	1		60
Clinicians/ Therapists	1	1	1	1		20
Psychlgts.	1	1	1	1		20
Counselors	1	1	1	1		60
Physical Ed. Teach.	1	1	1	1		20
Music & Fine Arts. Teach.	1	1	1	1		20
Volunteers						
Parents	1	1	1	1		60
School Brds.						
Teams						
Other						
Total						1985

1. PROJECT NUMBER: 451CH01172
2. TITLE: Ho'okoho; Hawaii Inservice in Mainstreaming and Special Education
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001460
5. CONTACT PERSON: Dr. Joy McGehee, University of Hawaii, Department of Special Education, 1776 University Avenue, UA 4-7, Honolulu, Hawaii 96822, (808) 948-6449.

6. DESCRIPTION: Project Ho'okoho is a collaborative effort between the University of Hawaii, Department of Special Education, and the Hawaii SEA which provides inservice to all educators and parents in mainstreaming and special education. The service delivery system, which reflects the philosophy of Arizona's Project S.E.L.E.C.T., is peer delivered and locally based. Hawaii teachers may request inservice (module presentations) from the Ho'okoho catalogue each semester. Approximately 50 module presentations are scheduled each semester based upon numbers of requests for individual modules. Module presentations are scheduled during dates and times when the majority of requestors indicate they would like to attend. Participants may receive a variety of credits for completion of modules. Module presentations consist of a 4-hour workshop and 4 hours of "implementation activities" performed outside the workshop. Ho'okoho has trained approximately 100 instructors statewide to provide Ho'okoho inservice. The Ho'okoho catalogue currently contains 34 competency based modules and the number continues to expand.

IHE-SEA Collaboration

Peer Training

7. MAJOR OBJECTIVES: 1) To provice educators with the skills necessary to educate handicapped students in the least restrictive environment possible. 2) To provide a statewide service delivery system for inservice which is based upon teacher requests and delivered by teachers. 3) To develop a series of competency based programmed teaching modules for use by inservice instructors which collectively encompass all the skills necessary for provision of education to students in the least restrictive environment possible.

8. DISSEMINATION: Brochures, catalogues, schedules, and project posters are disseminated to all schools in the state. Presentations about the project at schools, district meetings and state conferences are ongoing. Copies of modules are available from Project Ho'okoho and will be available from NIN by 1983.

9. EVALUATION: A) Module/Instructor evaluation: All module presentations are evaluated by participants. Every module contains a "Module Input Form" which allows for constructive input from instructors and D.O.E. district and state personnel or module content. B) Project Evaluation: Evaluation questions in the areas of administration, module development, and service delivery are consistenly addressed. Evaluation methodology concerning teacher and/or child behavior change is sought.

1. PROJECT NUMBER: 451CH01115
2. TITLE: In-service Training of Personnel in Special Education
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001448
5. CONTACT PERSON: Miles S. Kawatachi, Project Director, and C. Lynne Douglas, In-Service Training Specialist, Office of Instructional Services, 1270 Queen Emma St., Rm. 805, Honolulu, HI 96813

6. DESCRIPTION: The goals and objectives of the project are closely coordinated with personnel development needs as outlined in Hawaii's Comprehensive System of Personnel Development. Project activities have been designed to function as a resource to be used in meeting these needs. Target groups affected by the project include special educators and support personnel, including regular classroom teachers, administrators, and parents. Personnel from private special education schools and other State agencies serving handicapped children are also invited to participate. The project is composed of a single component with two major sub-components: (1) Institutes and Workshops, including Administration and Personnel and (2) Summer Traineeships. In-service training activities within each sub-component are directed toward meeting identified personnel preparation needs in three State Department of Education and OSE priority areas: Early Childhood (ECH), Severely Handicapped (SVH), and in-service training of regular educators (REGI). Within sub-component one, the Department of Education's Program Assistance Grant will also support implementation of the University of Hawaii's competency-based modular in-service training program, Project Ho'okoho. As changes in the project will be based primarily on outcome evaluation, specific in-service training activities may be expanded, modified, or revised. Particular attention will be given to the cost effectiveness and impact of meeting personnel preparation needs through SEA-conducted Institutes and Workshops, SEA district-coordinated workshops, and local level Project Ho'okoho module workshops.

Regular Teachers, Administrators, Parents

Early Childhood, Severely Handicapped

7. MAJOR OBJECTIVES:

a. Provision of direct in-service training for general and special educational and support personnel according to DOE needs for educators of handicapped children.

b. Establishment of evaluation procedures to assure that all these personnel are appropriately and adequately prepared and trained.

c. Development of a system for the short-term (1980-83) coordination of training provided by organizations other than the Department of Education such as the various departments within the University of Hawaii responsible for the training of specific groups of educational personnel.

d. Participation and involvement in Pacific Basin Consortium.

8. DISSEMINATION: State procedures for acquiring, reviewing, and disseminating significant information derived from the project to general and special education instructional and support personnel and other interested agencies and organizations include disseminating information through: (a) newsletters, (b) task force or advisory council meetings with representatives of public and private agency personnel, (c) State DOE district level meetings including workshops and use of flex time, (d) brochures and catalogs, (e) program standards and guidelines, (f) newspaper, and (g) other organizations/ agencies such as the Univerisity of Hawaii and the Pacific Basin Consortium.

9. EVALUATION: The evaluation method selected for the project is the Discrepancy Evaluation Model (DEM) which is used to show the relationship between proposed criteria and actual accomplishment. Specific evaluation criteria for project goals and objectives have been developed.

DEM

IDAHO

STATE: Idaho

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	1
Urban	0
Native American	2

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Idaho

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	2	2	2		135
Consulting Teachers	1	2	2	2		15
Resource Rm. Teach.		2	2	2		50
Sp. Class Teacher		2	2	2		50
Administrators/Supvrs.	1	2	2	2	2	209
Paraprof./ Aides	1	2	2	2		60
Clinicians/ Therapists	1	2	2	2	1	30
Psychlgts.	1	2	2	2	1	20
Counselors		2	2	2	1	18
Physical Ed. Teach.		1	1	1		10
Music & Fine Arts. Teach.						
Volunteers		1	1	1		10
Parents	1	2	2	2		20
School Brds.						
Teams		1	1	1	1	10
Other						
Total						637

1. PROJECT NUMBER: 451CH01121
2. TITLE: An Adaptive Approach to Inservice Training for Regular Educators
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G0[illegible]8000339
5. CONTACT PERSON: Lee Parks/Janice Taylor, Special Education, University of Idaho, Moscow, Idaho 83843, (208) 882-0191

6. DESCRIPTION: This project is designed to assist school districts in providing staff development programs for regular educators who are serving handicapped students within a primarily rural setting. This project is building-based and is adapted to meet the needs of school district staff who are active participants in the 5 step process. The steps are 1. selection of possible inservice outcomes, 2. needs assessment, resulting in setting goals and objectives, 3. planning activities and evaluation, and 5. decision making and recycling through the process based on the evaluation.

Adaptive Inservice Process in Staff Development
Building-based
Rural

7. MAJOR OBJECTIVES: 1. Define a range of potential outcomes of inservice training that enhance service delivery by regular educators to exceptional students. 2. Initiate and implement the Adaptive Process with selected local school districts to meet selected outcomes. 3. Assist local school districts in acquiring maintaining the technology of the Adaptive Inservice Process so that identified outcomes may be delivered on a cyclical and continuous basis. 4. Utilize the information collected through the process to provide foundations for inservice activities for agencies and services throughout Idaho.

8. DISSEMINATION: Dissemination of project results to participating school districts through the Adaptive Inservice Process will include data on individual school district programs as well as aggregate data. The collected processes will be used to provide foundations for inservice (and preservice) activities for agencies and services throughout Idaho including the SDE, IHE, and LEA. A trained cadre of resource persons from various agencies including the IHE, LEA and SDE will be built through the Adaptive Inservice process to facilitate/implement the process to LEAs throughout Idaho.

9. EVALUATION: Project impact will be evaluated in terms of 1. impact on inservice participant, 2. impact on children, and 3. impact on agencies and programs. An objective-based management plan will be used for evaluation.

1. PROJECT NUMBER: 451CH01011
2. TITLE: Handicapped Personnel Preparation - Special Education Inservice - Training for Professional and Paraprofessional Staff
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001335
5. CONTACT PERSON: Charles G. Riddle, Special Education Section, State Department of Education, Len B. Jordan Office Building, 650 W. State Street, Boise, Idaho 83720, (208) 334-3940

6. DESCRIPTION: This project is a three-year award to conduct inservice training for regular education teachers, special education teachers, administrators and aides and parents who are involved with handicapped children and programs. Emphasis will be in the following areas: special education administration, bilingual and bi-cultrual special education programs, programs for seriously emotionally disturbed; related services'staff.

Administration, Bilingual and Bi-cultural, Seriously Emotionally Disturbed, Related services, Paraprofessionals

7. MAJOR OBJECTIVES: A. To increase and improve the planning and design of personnel efforts among the Institutions of Higher Education, Local Education Agencies and the State Department of Education. Subobjectives: A. To facilitate the development and operation of the Cooperative Manpower Planning Committee, and B. To promote the planning and development of multi-agency resources to serve seriously emotionally impaired children and youth.

Major Objective B: To implement a Statewide Personnel Development System (SPDS) to increase the skills, knowledge and ability of personnel who provide administrative, instructional or supportive services to handicapped children and youth. Subjectives: A. To instruct administrators in the organization and operation of programs to insure a free, appropriate education to all handicapped/exceptional children and youth in Idaho; B. To train shcool personnel in the best practices of delivering special education services in Idaho Bilingual/ Bi-Cultural handicapped children; C. To imporve the competencies of Idaho public shcool personnel serving seriously emotionally disturbed children and youth through replication of an existing model; D. To train teams of public school personnel in the provision of related services to Idaho handicapped children and youth; E. To increase the competency of paraprofessionals assisting teachers and others in program delivery to Idaho handicapped children and youth by training instructors to train aides or volunteers; F. To provide for the instruction of regular/ general education classroom teachers serving Idaho's handicapped children by training instructors to train the teachers; G. To provide a minimum of 13 training institutes based on LEA designs.

Teams

Train Trainers

Major Objective C: To provide grants management, coordination, leadership, and administration of the Title IV-D project in conjunction with the state's annual program plan. Subobjectives: A. To implement the components of this project; B. To evaluate the outcomes achieved compared to the outcomes proposed as correlated with the annual program plan; C. To report on progress and make application for continuing grant funds; D. To assist the special education section of the State Department of Education in overall pro-section of the State Department of Education in overall program development and in conducting on-site program reviews.

8. DISSEMINATION: Dissemination will be statewide.

9. EVALUATION: Pre-and post skill level assessments and attitude and interest surveys will be utilized.

ILLINOIS

STATE: Illinois

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	3

Special Populations	Number of projects
Minority	4
Bilingual	3
Rural	4
Urban	4
Native American	3

Sponsoring Agency	Number of projects
Institutions of higher education	3
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Illinois

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	2	2	2		147
Consulting Teachers	1	1	1	1		40
Resource Rm. Teach.	1	2	2	1		74
Sp. Class Teacher	3	2	2	1		126
Administra-tors/Supvrs.	2	2	1	1	2	55
Paraprof./ Aides	1	1				15
Clinicians/ Therapists		1	1		1	9
Psychlgts.					2	7
Counselors		1	1		1	10
Physical Ed. Teach.	1	1	1			49
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.	1	1	1	1		20
Teams	2	2	2	2	1	420
Other	1				1	10
Total						982

1. PROJECT NUMBER: 451AH00413
2. TITLE: Interdisciplinary Masters and Inservice Training Programs and Practica in Learning Disabilities, Behavioral Disorders and Advocacy for Teachers and Full-Time Students
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901041
5. CONTACT PERSON: Gail Harris, Saint Xavier College, 3700 W. 103rd Street, Chicago, Illinois 60655, (312) 779-3300, Ext. 358

Advocacy

6. DESCRIPTION: This project intends to provide through interrelated and interdisciplinary program components training directed toward assisting several targeted populations in the acquisition of defined knowledge, skills and behaviors which will actively facilitate the development of the whole handicapped child or client by (a) providing training or assistance in training for the development to a high degree of mastery of each individual's and group's specific professional and personal competencies, and (b) encouraging the communications of and use of these competencies among members of each of the targeted groups as well as communications and competency sharing between the groups themselves.

7. MAJOR OBJECTIVES: First is the learning disabilities program which emphasizes integration of theory and practice through on-going and summer practica experiences, preparing part-time practicing teachers to become learning disabilities specialists.

On Going Practica Part-time Teachers

Second is the development of a training and practica pre-service program in Behavior Disorders to train teachers as resource-consultant specialists equipped to teach children described in P.L. 94-142 as "Seriously Emotionally Disturbed."

Third is special education child advocacy.

Fourth is the development and provision of inservice activities to the community and to public and parochial schools. Emphasis will be upon mutual development of inservices to meet needs of community parents, teachers, administrators, schools, and school districts.

Public and Parochial Schools Parent Training

8. DISSEMINATION: Information regarding Special Education and Advocacy as well as direct services are provided to the community through Clinic and Center activities.

The Community Advisory Council has helped link us to the needs of the geographic community, both professional and lay, by providing open houses, referrals, speaking or inservice engagements, and general informational services.

Faculty and staff give inservices, workshops, and training to parents and a variety of lay and professionals in a number of settings, e.g., parent groups, schools, and regular education courses within the college. Presentations will hopefully be made at local, state, and national conferences.

9. EVALUATION: One major evaluation component is the use of questionnaires to evaluate the effectiveness of the practica by parents, school site and referral administrators, and graduate students. Another major com-

ponent is the use of formative and summative evaluation of the competencies attained by graduate students. This will be done by observation, videotaping, pre and post competency measures, employer evaluation measures, and by longitudinal follow-up. An additional component will be evaluation of the effectiveness of the inservices as perceived by (a) target participants, (b) administrators of that target group, and (c) instructors.

1. PROJECT NUMBER: 451DH90137
2. TITLE: Leadership Training Institute/Vocational and Special Education
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900952
5. CONTACT PERSON: Dr. L. Allen Phelps, Department of Vocational and Technical Education, University of Illinois, 805 West Pennsylvania, Urbana, Illinois 61801, (217) 333-2325

6. DESCRIPTION: In the past five years there has been a renewed national interest in expanding and improving vocational education opportunities for handicapped learners. As a result of federal and state legislation, litigations, and the efforts of various advocacy groups, there has been a significant concern expressed for the need to provide handicapped learners with an appropriate vocational education in the least restrictive environment. In part, to address this concern the Office of Special Education/Department of Education has funded the Leadership Training Institute project to conduct a series of regional topical institutes for leadership personnel from the fields of vocational education, special education, and vocational rehabilitation. The institutes are designed to: 1) address any implications of recent legislative developments, and 2) assist regional, state, and local leaders in formulating effective policies and guidelines to implement appropriate vocational education opportunities for handicapped individuals. Approximately 150 individuals involved in administrative, planning, and other leadership roles from state education agencies, professional and advocacy organizations, state advisory councils, and institutions of higher education will be selected to attend each regional institute. Several policy research and support activities are conducted as an integral part of the institute series.

Leadership Training Institute Vocational Education/Vocational Rehabilitation

7. MAJOR OBJECTIVES: 1) To convene with the national planning and advisory committee to assist in planning and conducting the leadership training activities.

2) To plan, conduct, and evaluate a series of topical institutes which examine selected legislative provisions and related issues and problems of national concern in vocational education for handicapped persons.

3) To produce and disseminate a series of institute and research reports that will provide the field with concept or position papers, exemplary practices, and useful guidelines for addressing major issues, problems, and legislative provisions in vocational education programming for the handicapped.

4) To facilitate communication and interagency cooperation between individuals from different fields and agencies.

8. DISSEMINATION: The primary vehicle for dissemination is "Interchange," a newsletter which is published every other month. At present, 2,000 copies are printed and mailed to leadership personnel throughout the nation in vocational

education, special education, and vocational rehabilitation. In addition, several brief articles describing the project have appeared in the journals and newsletters of various national organizations such as the "Liasion Bulletin" of the National Association of State Directors of Special Education. A brochure providing an overview of the project has been prepared and is used in response to general inquiries.

A number of products are being produced. These include: a set of policy papers for each institute, a set of project abstracts of OSE sponsored projects focusing on career and vocational education, and six policy research reports. Approximately 500 copies of these documents will be produced and disseminated to appropriate policy making personnel.

Presentations describing the LTI project will be made at a number of upcoming national and state conventions including the Council for Exceptional Children, National Rehabilitation Counseling Associates, Association of Children with Learning Disabilities, American Vocational Association, and the American Educational Research Association.

9. EVALUATION: A set of major evaluation questions concerning institute context, input, process, product, and outcome factors will be drafted for each institute. The sources for obtaining institute evaluation data (e.g., participants, project staff, and presenters) will be included along with the instrumentation. Two faculty advisors and two members of the National Planning and Advisory Committee will serve as an evaluation team for the project. Their responsibility will include delineating and testing a prototype evaluation system for each LTI.

Major evaluation activities consist of collecting: 1) continuous evaluative feedback from the project advisory committee, project advisors, and OSE personnel, 2) the evaluative reactions of participants and presenters at the conclusion of each LTI, and 3) follow-up technical assistance provided to the State Leadership Teams by the LTI staff.

10. PRODUCTS: The 1980-81 LTI products include: a bimonthly newsletter, a set of policy papers for each institute topic, and selected policy research reports. The topics of the policy research studies will be determined from a problem identification study involving the state directors of vocational education, special education, and vocational rehabilitation. Approximately 500 copies of the policy papers and research reports will be produced for dissemination.

1. PROJECT NUMBER: 451CH00520
2. TITLE: State Board of Education - Program Assistance Grant
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001305
5. CONTACT PERSON: Bobbie Reguly, Special Education Specialist, Illinois State Board of Education, 100 N. First Street, Springfield, IL 62777, (217) 782-6601

6. DESCRIPTION: The third year of the Illinois SEA REGI Project includes the following components: (a) dissemination of a publication developed during year one and two of the grant entitled, Special Education Development Resource Manual. The Manual provides the user with a core training module plus modifications for varying groups of school personnel and an instructors guide; (b) dissemination of a 30 minute film, "Three to Get Ready", which depicts three special education students and their success in the regular classroom; and (c) establishment of a network of 20 Teacher Assistance Teams (TAT) demonstration sites. The Teacher Assistance Team is a within-building problem-solving team which provides immediate help to regular classroom teachers.

Teacher Assistance Teams

7. MAJOR OBJECTIVES: (a) Provide technical assistance to local inservice providers responsible for planning, developing and implementing local personnel development activities for regular division staff; (b) provide a support system for regular classroom teachers; (c) provide a statewide awareness of the effectiveness of the regular classroom teacher in working with children with different learning styles.

9. EVALUATION: The project's major components will be evaluated by attitude questionnaires, criterion measures and observation of simulations and field-based settings.

10. PRODUCTS: Film - "Three to Get Ready" and - Special Education Staff Development Resource Manual.

1. PROJECT NUMBER: 451AH00244
2. TITLE: Regular Education Inservice: Physical Education for the Handicapped. A Knowledge to Practice Field-Based Project for Continuous Professional Development.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900902
5. CONTACT PERSON: Rollin G. Wright, 117 Freer Gymnasium, Department of Physical Education, University of Illinois Urbana-Champaign, Urbana, Illinois 61801, (217) 333-9136 or 333-2460

6. DESCRIPTION: The purpose of this project is to prepare selected educators employed by the 27 school districts of the City of Chicago Public Schools and the 65 school districts affiliated with the Lake-McHenry Regional Program of the State of Illinois to design and deliver physical education to handicapped children 3 to 21 years in the least restrictive environment incident to Public Law 94-142. The Project is a field-based continuing professional development collaboration between UIUC and the Chicago City Schools; and UIUC and Lake-McHenry Regional Program.

Physical Education Field-based, Continuous Professional Development

From the City of Chicago, 18 principals, 36 classroom teachers, 36 physical educators, and 36 special educators for a total of 126 will participate in the project. From the Lake-McHenry Regional Program, 22 principals, 22 classroom teachers, 22 physical educators, and 22 special educators for a total of 88 will participate. The first year will therefore accommodate 214 school personnel. Geographically, these collaborations address the needs of the state's sprawling megalopolis, Chicagoland, which is a system of cities sprawling from the Chicago urban setting resulting in smaller suburban cities and rural communities.

School personnel participation in the project will be regulated through involvement in two semesters of UIUC graduate extramural courses offered in Chicago and the Lake-McHenry counties.

7. MAJOR OBJECTIVES: (1) To effect the operation of a UIUC collaboration separately in the Chicago Region and Lake-McHenry Region based on their individual needs and uniquenesses to deliver physical education to handicapped children 3-21 years old in preschools to high schools. (2) To increase the responsiveness of Chicago Public Schools to provide continuous inservice education to school personnel for effecting their delivery of physical education to the handicapped. (3) To increase the responsiveness of Chicago Public Schools to provide continuous inservice education to school personnel for effecting their delivery of physical education to the handicapped. (4) To increase the responsiveness of the faculty and staff of UIUC Department of Physical Education to the needs of school personnel regarding the delivery of physical education to the handicapped.

8. DISSEMINATION: The dissemination efforts will be an ongoing activity throughout the project and upon completion of the project. Accessing the entire City of Chicago and

Lake-McHenry Region (the 1st and 4th largest regions in the State of Illinois) and their 92 school districts is the long-range goal (over three years).

Extramural courses, workshops, and cooperative in-service activities with the regions' various agencies will be a part of our dissemination efforts. Presentations at state and national conferences and attempts at publications in various journals in physical education, special education, and education in general will be undertaken.

Research projects will emanate from master and doctoral thesis and project faculty research.

9. EVALUATION: Evaluation includes internal and external evaluation tied to measuring the attainment of the project's objectives, project modifications and difficulties on a formative and summative scale. Pre-post attitude, needs assessment, and competency inventories-surveys etc. will be utilized as part of evaluation. Project staff development will also be addressed as an evaluation component.

INDIANA

STATE: Indiana

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	1
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	2
Bilingual	0
Rural	0
Urban	2
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Indiana

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers	1	2	2	2	1	12
Resource Rm. Teach.	1	1	1	1		2
Sp. Class Teacher	1	1	1	1		2
Administra-tors/Supvrs.					1	10
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams		1	1	1	1	32
Other						
Total						58

1. PROJECT NUMBER: 029CH10099
2. TITLE: Regular Education Inservice: Validation and Diffusion of Regular Education Inservice Training Models to Potential Adopters II.
3. SPONSORING Agency: IHE
4. GRANT NUMBER: G007801840
5. CONTACT PERSON: L.C. Burrello, National Inservice Network, Indiana University, 2853 E. 10th St. Cottage L., Bloomington, IN 47405, (812) 337-2734

6. DESCRIPTION: This project proposed to increase the potential impact of the OSE's initial investment in grants to LEAs and others specifically through training by : a. assisting the initially funded projects through the provision of supportive services to extend their replication and adoption to potential adopters elsewhere. b. Surveying the national professional organizations as to their needs and present, past, and futrue capacities for regular education inservice training and; c. developing and disseminating to the professional organizations four inservice models, in response to those needs; d. increasing REGI project directors capacity to organize, develop and implement future inservice programs, by identifying persistent problems and promising solutions.

Support for Funded Projects

Involvement of National Professional Organizations

7. MAJOR OBJECTIVES: The major objectives of this project are to: 1. support through training and consultation, activities to increase their potential to achieve stated objectives and provide a model for adopters in other LEAs and SEAs. 2. disseminate model projects on inservice training of regular educators to state task forces of potential adopters. 3. Analyze and report the persistent problems and promising solutions of REGI project directors. 4. identify, develop and describe the capacity of regular education inservice of a targeted number of national professional organizations. 5. prepare, coordinate and distribute inservice training modules or services (to correllate the needs assessment) for use by the professional organizations.

Dissemination of REGI Projects and Products

8. DISSEMINATION: Dissemination activities include convening meetings with SEA staff, LEA officials, and model project developers, making presentations at professional conferences, and using mass media to raise public awareness.

9. EVALUATION: The evaluation design includes specific outcomes, measures and criteria statements to meet the following purposes: a. assisting project directors in their developing, implementing, and evaluating inservice projects under REGI priority. b. assess the development and establishment of SEA network and annual program plans. c. determine the feasibility of a coordinated national linking system.

1. PROJECT NUMBER: 029CH10011
2. TITLE: Training and Model Exchange Project for Leadership Personnel in Special Education
3. SPONSORING: IHE
4. GRANT NUMBER: G008101987
5. CONTACT PERSON: David Greenburg, Smith Research Center, Indiana University, Bloomington, IN 47405, (812) 337-5796

6. DESCRIPTION: This project is designed to identify exemplary programs and practices in Special Education through a peer nomination process. Staff of selected programs will be trained in demonstration methods and linked to persons identified as wanting to adopt or adapt such programs or practices. A selected program or practice is identified by CASE members from all programs nominated in view of "best practices" criteria and priorities of program needs.

Model "Lighthouse" Programs

Peer Nomination Process

7. MAJOR OBJECTIVES: (a) Identify districts with exemplary practices or model programs in the delivery of services to the handicapped; (b) Training program personnel in dissemination methodology and linking; (c) Linking districts and programs with potential adopters seeking solutions to programmatic needs in their districts.

8. DISSEMINATION: Programs identified will be presented in abstract form to the CASE membership as well as other interested agencies and individuals. A regional conference will be held to link approximately 8-10 of the lighthouse programs with potential adopters. Those programs will also be demonstrated at a national meeting.

9. EVALUATION: This project will be subject to both summative and formative evaluation using selected CASE membership and potential adopters as respondents.

1. PROJECT NUMBER: 451AH00105
2. TITLE: Inservice Personnel Preparation Program for Regular and Special Educators.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901213
5. CONTACT PERSON: Albert H. Fink, Special Education Department, Indiana University, Bloomington, IN 47405, (812) 337-0423

6. DESCRIPTION: This project proposes to meet the training needs of regular educational personnel, and other support personnel (special educators, administrators) who must be involved in any comprehensive plan for educating the handicapped, in selected high density handicapped population schools within the Indianapolis Public Schools. A model of inservice training which meets the objections most often leveled against inservice training activities in education, and which had been piloted and conceptualized over a two-year span with special education self-contained classroom teachers is proposed. It will serve as the primary vehicle for training regular classroom teachers and the other educational personnel (special teachers, consultants, resource personnel and administrators) with whom they must interface if adequate educational programming is to occur for all handicapped children within any public school unit.

Regular Teachers, Consultants, Resource Personnel, Administrators

Regular classroom teachers and conference teachers from specially selected schools will be given intensive systematic inservice education training (in competencies defined below) which will be highly individualized; the same group of teachers will interface with other educational personnel and will jointly undergo training in primarily group activities. This will be accomplished initially by means of the activities of a three-day workshop, at the beginning of the school year, which will have as participants the regular teachers and project staff. Specific training needs of teachers will be identified, and will serve as the basis for the initial training activities. As the school year progresses, formative evaluation efforts will refine these training specifications.

Individualized and Group Instruction

7. MAJOR OBJECTIVES: Each of the following major objectives has been broken down into a number of specific sub--objectives which detail performance outcomes and describe the nature of the training component. The major objectives of the project are: (1) increase the skills of educators who work with the handicapped, (2) increase the awareness factor of regular educators of critical issues in the education of severely behaviorally disabled and learning disabled children, (3) identification of critical teacher skill needs to provide for appropriate programming, (4) improvement of individual educational programming for handicapped children in regular classes, (5) develop effective communication processes for regular educators, specialized support personnel and administration, and special education teachers, (6)

develop effective communication processes for parents of the handicapped and educational personnel, (7) evaluate the effectiveness of the inservice programming, (8) train local supervisory and-or university personnel to conduct initial and follow-up training aspects of the inservice training, and (9) disseminate the results of the training program to local, regional, and national audiences.

8. DISSEMINATION: Throughout the one year projected time line of this project, a wide number of dissemination activities are planned. (1) maintaining an open communication system with Indianapolis school officials, (2) disseminating information describing Project INSTEP II in the form of newsletters, and journal articles, (3) presentation of Project INSTEP II at a national conference (already accomplished), and (4) formal lectures.

At the conclusion of the project, the following dissemination activities are planned: (1) workshop in inservice education will be planned at which the model will be presented, (2) a final report will be written describing the project and its findings. This report will be distributed to all SEAs and selected USOE officials, (3) manuscripts suitable for publication in regular and special education professional journals will be prepared, and (4) a statewide conference on inservice education for teachers of the handicapped will be planned for all LEA directors of special education.

9. EVALUATION: This project enumerates four evaluation concerns and details the type of information sought as well as identifying means to obtain this information. Below is a listing of those evaluation concerns and a brief description of the process to be used. A. Effectiveness of training program in developing competencies to be accomplished by: (1) evaluative instrument to each participant after each instructional unit, (2) pre and post-evaluative instrument and (3) systematic classroom observation instruments, (4) participant questionnaires and rating instruments, (5) data from observational systems gathered on each student in different situations. B. Participant assessment of inservice program to be accomplished by (1) attitude and skill questionnaires to trainers, (2) survey form, (3) trainee interviews, (4) rating scale. C. Assessment by special education personnel, consultants and school administrators of program effectiveness to be accomplished by (1) questionnaires, (2) interviews. D. Impact of training program upon a system wide education activity for the handicapped to be assessed through (1) referral and base consultations, (2) data questionnaires.

IOWA

STATE: Iowa

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	1
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	1
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Iowa

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		30
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.					1	6
Paraprof./ Aides	1	1				10
Clinicians/ Therapists	1	1	1	1		25
Psychlgts.	1	1	1	1		17
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams	1	1	1	1		8
Other	1	1	1	1		37
Total						133

1. PROJECT NUMBER: 029CH10561
2. TITLE: Transdisciplinary Team Approach To Staff Development For Regular Educators of Mildly Handicapped Students in AEA 6.
3. SPONSORING AGENCY: IEU (Area Education Agency 6)
4. GRANT NUMBER: G0008101860
5. CONTACT PERSON: Karen Christensen, Area Education Agency 6, 210 South 12th Avenue, Marshalltown, IA 50158

Transdisciplinary Teams

6. DESCRIPTION: This staff development project focuses on transdisciplinary team functioning and the development of specific skills to assist regular educators in effectively accomodating handicapped students within their classrooms. There are two phases to the project. In the "Pilot Teacher" phase, regular education teachers at all grade levels in AEA 6 are encouraged to submit a proposal bases on identified classroom needs relating to mainstreaming and to specify a plan of action in working with a team to deal more effectively with the problem area. Upon review and approval of the proposals, the pilot teachers are given opportunities for released time for the purpose of planning, researching, developing materials, etc. to assist them in working with handicapped students while team members serve as resource personnel. In the second phase of the project, special education personnel strengthen the transdisciplinary team approach through the acquisition of additional skills via role release and exchange activities in planned inservice and TD team meetings.

7. MAJOR OBJECTIVES: 1. To assist regular education teachers in skill development in order to more effectively plan and program for the mainstreamed handicapped student. 2. To utilize the transdisciplinary team approach in meeting the needs of the handicapped student in his educational environment.

8. DISSEMINATION: This project intends the following levels of dissemination: 1. Each pilot teacher will present to other LEA educators in his/her assigned building. This presentation will detail the scope and sequence of the completed staff development activity and provide a sharing of information and materials dealing with the newly developed skills. 2. All staff development activities and "learning packets" will be available to AEA staff and the 21 LEA's within AEA 6 upon request. 3. Plans for external dissemination are to be developed in the second year of the project. Methods of dissemination include formal and informal inservice presentations at the LEA and AEA levels; maintenance of a resource library for staff development "learning packets"; and verbal and written communication with local media, professional groups, and local boards and agencies.

9. EVALUATION: This project utilizes the following evaluation components: 1. Analysis of attainment of project objectives. 2. Pre/post tests and written participant evaluations of all formal inservice presentations. 3. Monitor of accountability (timelines, end products, impact) by assigned contact person for all Pilot Teacher activities. 4. Review of selected student IEP's as appropriate.

KANSAS

STATE: Kansas

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Kansas

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1			24
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher		1	1			13
Administrators/Supvrs.					1	6
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						2
School Brds.						
Teams			1	1		12
Other			1	1		6
Total						63

1. PROJECT NUMBER: 029CH11152
2. TITLE: Regular Education Inservice - Local Agency Comprehensive System of Personnel Development: Habituating Building-Based Inservice Training
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101836
5. CONTACT PERSON: Kathleen Bolland, Project Coordinator and Thomas M. Skrtic, Project Director, 377 Haworth Hall, University of Kansas, Lawrence, Kansas 66045 (913) 864-4954

6. DESCRIPTION: HABBIT is divided into three operational phases: Planning, Process and Content Training, and Multiplier. In the Planning Phase, members of the local Comprehensive System of Personnel Development committee and approximately ten, three-person, building-based inservice teams of regular and special educators will be selected. In the Process and Content Training Phase, the team members will be trained to identify inservice needs and to design, develop, and deliver inservice programs to meet those needs. They also will be trained in content relevant to educating exceptional students in the least restrictive environment. The local CSPD committee will be trained to design and implement a district-wide CSPD which encompasses the delivery of inservice programs by the building-based teams. In the Multiplier Phase, the original teams, with the assistance of project staff, will train 23 additional building-based teams in a replication of the process and content training phase. At the conclusion of that training, the additional teams will deliver inservice programs in their buildings.

Building-Based Inservice

Multiplier Effect

7. MAJOR OBJECTIVES: (1) To provide peer directed, building-based inservice programs for regular and special education personnel which will enable them to meet the educational needs of exceptional students in the least restrictive environment. (2) To train teams of regular and special education personnel in an inservice curriculum development process to design and deliver inservice education programs to meet the specific needs of their individual buildings in the area of education for exceptional students. (3) To enable teams of regular and special education personnel to train their peers from other buildings to design, develop, and deliver building-based inservice education programs. (4) To train regular and special education administrators, teachers, and parents to develop and implement a district-level comprehensive system of personnel development.

Peer Training

8. DISSEMINATION: Dissemination will occur at the state, regional, and national levels. At the state level, a total of 580 team members, teachers, principals, CSPD committee members, and SEA and IHE personnel will receive training. Regionally, all project materials and packages will be available for examination and use in Kansas through

the Kansas Educational Dissemination/Diffusion System (KEDDS). On the national level, application will be made for the dissemination of materials through the National Duffusion Network. Statewide and national presentations will be delivered at conferences. The project will also respond to any and all requests for HABBIT products.

9. EVALUATION: Evaluation strategies (both qualitative and quantitative) will be developed during the first year of the project. Areas of focus will include the impact of various project stages on teachers, administrators, parents, and the Topeka LEA with respect to changes in district policy towards staff development, parental support of inservice education, teachers' perceived values of inservices, and content and outcomes of education for handicapped children in regular classes.

10. PRODUCTS: Project HABBIT products will include packaged training programs in the areas of Comprehensive System of Personnel Development, an inservice curriculum development process, and the training of teachers to train their peers in the inservice process. Furthermore, individual building-based inservice programs developed by the LEA teams for their school's specific strengths and needs will be packaged.

1. PROJECT NUMBER: 451CH91178
2. TITLE: Regular Education Inservice - Comprehensive Vocational Education for All Handicapped Persons: Training Educators to Design, Develop, and Deliver Inservice Education
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901388
5. CONTACT PERSON: Kathleen Bolland, Project Coordinator and Thomas M. Skrtic, Project Director, 377 Haworth Hall, University of Kansas, Lawrence, Kansas 66045 (913) 864-4954

6. DESCRIPTION: TEDDDIE is divided into three operational phases: Planning, Implementation, and Outreach. Upon completion of the Planning Phase midway through the first year, three teams of vocational and special education teachers were trained in curriculum development, (i.e., to assess the staff development needs in their home districts, and to coordinate and evaluate ongoing district-level staff development programs) Implementation Phase: These teams then delivered the inservice programs they developed. Outreach: Next, the three LEA teams replicated the training they received by conducting that training with other teams from three to five LEAs in each of their regional areas. Currently, these Outreach teams are delivering their inservice programs. The original LEA teams were trained at the Salina (Kansas) Area Educational Resource Center and the University of Kansas. Training sessions were followed by on-site technical assistance to the teams from Project staff members. Regional LEA teams received initial training in the home district of the original LEA team located in that region. Subsequent follow-up training is being conducted in each regional LEA. All LEA teams must: (1) conduct a needs assessment among their career/vocational and special education peers; (2) interpret the results and specify their local district needs; (3) write objectives for staff development activities and validate these objectives with their peers; (4) design staff development packages; and (5) deliver and evaluate these staff development packages.

Career/Vocational Education

7. MAJOR OBJECTIVES: (1) To train teams of vocational and special education teachers in a curriculum development model to design and deliver staff development programs to meet the specific needs of their districts in the area of career/vocational education for the handicapped. (2) To enable, through interagency cooperation, teams of vocational and special education teachers to train their peers from other districts to design, develop, and deliver district-specific staff development programs throup the replication of the Curriculum Development Model. (3) To provide peer-directed, district-specific, staff development programs for vocational and special education teachers which will enable them to meet the career/vocational needs of handicapped students.

Peer Training

8. DISSEMINATION: Dissemination will occur at the state, regional, and national levels. At the state level, a total of 1598 team members, teachers, principals, and SEA and IHE personnel will receive training. Regionally, all project materials and packages will be available for examination and use in the states of Kansas, Nebraska, Iowa, and Missouri (Region 7). At the national level, a paper was presented at the 1981 Annual Meeting of the American Educational Research Association (AERA). A second paper will be delivered at the Council for Exceptional Children Convention in 1982. Additionally, such agencies as the American Institutes for Research in Behavioral Sciences/ Vocational Education Curriculum Specialists (AIR/VECS) in Palo Alto, California have requested TEDDDIE products. The Project will respond to any and all requests of this nature.

9. EVALUATION: With respect to formative evaluation, the three years of ongoing focus are: (1) the curriculum development process, (2) the training sessions, and (3) the development of training packages. Summatively, the project will be evaluated according to the relative impact of: (1) the curriculum development process, (2) the peer training process, and (3) the training content on the knowledge, attitudes, skills, and behavior of: (1) LEA teams, (2) teachers, (3) principals, and (4) SEA and the IHE participants.

10. PRODUCTS: Project TEDDDIE will result in packaged staff development programs in the area of career/vocational education for handicapped learners which are based on specific district needs and strengths. In addition, the original training program in curriculum development will be packaged and disseminated.

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KENTUCKY

STATE: Kentucky

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	1
Full spectrum of disabilities	3

Special Populations	Number of projects
Minority	2
Bilingual	0
Rural	4
Urban	2
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	3
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Kentucky

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	3	2	2	0	121
Consulting Teachers						
Resource Rm. Teach.	1	1	1			4
Sp. Class Teacher	1	2	2	1		203
Administrators/Supvrs.	1	2	2	1	1	23
Paraprof./ Aides	1	1	1			1
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.	1	2	1	1		201
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams	1	1	1	1	1	198
Other						
Total						751

1. PROJECT NUMBER: 029CH16582
2. TITLE: Regular Education Inservice: Inservice Education of Regular Educators in Physical Education for the Handicapped
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008102103
5. CONTACT PERSON: Dr. Charles Daniel/Burch Oglesby, Physical Education, Western Kentucky University, Bowling Green, KY 42101, (502) 745-3347

6. DESCRIPTION: This project's main purpose is in developing inservice and model preparation for rural elementary physical education for regular and special education classroom teachers concerning the needs of handicapped children.

Rural Physical Education

7. MAJOR OBJECTIVES: Component 1 - Inservice training of regular educators in physical education for the handicapped: (a) To develop awareness among public school systems of physical education for the handicapped; (b) To provide personnel and other resources to public school systems to assist in developing programs in physical education for the handicapped; (c) To provide educational experiences for the project trainees to understand physical education for the handicapped; (d) To provide assistance to public school systems in developing individual education programs in physical education for the handicapped. Sub-component 2 - Diagnostic and prescriptive services: (a) To provide direct psychomotor assessment of individual handicapped children; (b) To demonstrate motor assessment procedure to teachers; (c) To write an IEP including physical education. Sub-component 3 - Model Program - Physical education for the handicapped for rural elementary schools: (a) To establish an interdisciplinary committee responsible for policies and public relations; (b) To implement a physical education program for the handicapped children in the least restrictive environment.

8. DISSEMINATION: The project intends three levels of dissemination: Local rural areas, state of Kentucky, National and International. Dissemination activities include direct observation of intervention, presentations at local, state, national, and international meetings, progress reports, and inservice provided for teachers and administrators.

9. EVALUATION: Evaluations include measurement of attainment of objectives and sub-objectives (pre-post tests), IEP Development, model program development, change in teacher behavior, physical abilities gained by handicapped students.

10. PRODUCTS: Model intervention program for regular classroom teachers in physical education for the handicapped. Model rural elementary physical education program for the handicapped.

1. PROJECT NUMBER: 029CH10722
2. TITLE: In-Service Training in Physical Education
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101942
5. CONTACT PERSON: John Hall, 219 Seaton Building, University of Kentucky, Lexington, KY 40506-0219, (606) 258-8953

6. DESCRIPTION: The intent of this project is to develop an inservice training program to prepare instructional personnel to provide meaningful movement programs to children with special needs. Training personnel will consist of individuals from university, state, and school districts. The project is designed in a two phase approach: Phase A - in-service training provided through on-site (school districts) workshops, and Phase B - an eight-week summer course, taught on the University of Kentucky campus, which will emphasize three areas. The first emphasis will be to improve the knowledge base of select participants. The second is to provide these participants with a maximum amount of "hands on" experiences during the eight weeks. And finally, to assist these teachers in developing inservice techniques and skills.

Movement Programs

Inservice and Summer Courses

"Hands On" Training

7. MAJOR OBJECTIVES: (a) To design a relevant and efficient system of inservice training which can be used in both urban and rural school districts of the state of Kentucky; (b) To raise the understanding and competency level of those providing movement experiences for exceptional children, as well as to increase in number and quality the programs available to these children; (c) To enhance the total development of the exceptional child receiving movement programs in the state of Kentucky by training personnel.

8. DISSEMINATION: The project intends two levels of dissemination: state-wide (Kentucky) and nationally. Materials will be disseminated through the following sources: (a) Center for Professional Development, University of Kentucky; (b) Bureau of Education for Exceptional Children, Kentucky State Department of Education; (c) various education consortiums located throughout the state; (d) Kentucky Association of Health, Physical Education, and Recreation (KAHPER) Newsletter; (d) through the state units of Council for Exceptional Children (CEC); (e) The National Inservice Network; (f) National Association for Children with Learning Disabilities (NACLD), (g) through appropriate professional newsletters in Physical Education and Special Education; and (h) through the newsletter of the National Consortium on Physical Education and Recreation for the Handicapped (NCPERH).

9. EVALUATION: The evaluation plan will include a pre-test/post-test design to assess the effectiveness of the program activities in producing attitude change and knowledge acquisition and the use of a follow-up study in which trainees will be surveyed following training to assess the effect of attitude change and knowledge acquisition on the performance of the trainees in their work setting.

10. PRODUCTS: The project will provide a Resource Manual in Adapted Physical Education for any physical educators, special educators, and regular classroom teachers.

1. PROJECT NUMBER: 029CH10742
2. TITLE: Educational Network of Resources and Information for Classrooms and Homes (Assistance to severely handicapped, general special education and regular education personnel)
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008102038
5. CONTACT PERSON: Ms. Donna May, Bureau of Education for Exceptional Children, 803 Capitol Plaza Tower, Frankfort, KY 40601, (502) 564-3790

6. DESCRIPTION: The project is a statewide, field based plan to train thirty-six master trainers who, in turn, will train trainers at the local level to provide training and technical assistance for professionals and parents to wrok together for the benefit of exceptional children.

7. MAJOR OBJECTIVES: The trainer of trainers model will a) identify local and regional resources for teachers and parents, and b) train teachers and parents in the knowledge and skills for effective shcool-home communciation and coordination of programs.

8. DISSEMINATION: Instate presentation/communication: Project newsletter; Presentation to Superintendents, Principals; State CEC meetings/conferences; state department functions. National presentations/communication: National CEC meetings/conferences; National Coalition for Parent Involvement.

9. EVALUATION: Evaluation of the project and evaluation of activities for each subcomponent will be addressed in two ways. First, implementation will be analyzed through formative evaluation techniques, and second, a discrepancy evaluation design will be utilized to evaluate effectiveness and impact. Evaluation activities will occur throughout each fiscal year, as well as on annual basis for summative purposes. Formative evaluation will be carried out during the course of the projec.t Specific measures will include work breakdown checklists, attendance records, progress checks, and budget review. In addition, individual sessions and total workshop evaluations will be collected for use in revising content, materials, etc. At each level of training (state, regional, local) participants will complete a contract for implementation of activiteis, timelines and evaluation. Some activities include maintaining data records. Also, annual data will be compiled on types of persons recruited and served by the project to ascertain that members of groups that are traditionally underrepresented, such as, racial or ethnic minority groups and handicapped persons, are involved in the Project. The discrepancy evaluation procedure will be imployed to determine effectiveness and impact in several areas; i.e., the structure of the system, the dissemination plan, workshop activities, workshop replication, participants' level of competence, level of usage, degree of change, etc. Instruments and objectives - specific questions will be used as the basis for collecting data which will be analyzed and comapred with system and training standards and competencies.

1. PROJECT NUMBER: 029CH10534
2. TITLE: Individualized Inservice Education for Regular Educators of Handicapped Learners - A Rural Model
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008102013
5. CONTACT PERSON: Dr. Qaisar Sultana, Chair, Department of Special Education, Wallace Building, Eastern Kentucky University, Richmond, Kentucky 40475, (606) 622-4442

6. DESCRIPTION: This project aims at preparing regular educators by means of comprehensive inservice training for effectively and successfully meeting the needs of handicapped learners and at preparing personnel within each local education agency for conducting expanded inservice activities in the future.

Comprehensive
Inservice
Training

7. MAJOR OBJECTIVES: The project objectives are: (1) To remove anxieties and fears associated with the integration of handicapped learners in regular classroom settings. (2) To familiarize the training recipients with the characteristics of exceptional students expected to be educated in regular classroom settings (3) To make the training recipients knowledgeable about the variety of instructional strategies and techniques specially designed for children who have special needs. (4) To make the training recipients aware of existing material and personnel resources in their region and to teach them how to design, create, and construct as well as how to modify instructional materials which will assist them in teaching children who have special needs. (5) To facilitate the continued inservice training of regular educators in the rural region of the State.

8. DISSEMINATION: At statewide, regional and national meetings.

9. EVALUATION: Pre-and-post evaluation by the participants and of the participants by their supervisors. Pre-and-post evaluation of each training segment.

LOUISIANA

STATE: Louisiana

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	1
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	1
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	1
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	1
Urban	1
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Louisiana

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1		285
Consulting Teachers						
Resource Rm. Teach.	1	1	1			20
Sp. Class Teacher	1	1	1	2		130
Administrators/Supvrs.	1	1	1	1	1	136
Paraprof./ Aides						
Clinicians/ Therapists	1	1	1	1	1	23
Psychlgts.		1	1			2
Counselors				1		75
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other	1	1	1			8
Total						679

1. PROJECT NUMBER: 451AH00406
2. TITLE: Regular Education Inservice (Interdisciplinary Inservice Project for Regular and Special Education Teachers)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901286
5. CONTACT PERSON: Renee Hailey, Project Coordinator, Jean Boudreaux, Project Director, University of Southwestern Louisiana, Department of Communicative Disorders, P.O. Box 43170, Lafayette, Louisiana 70504, (318) 264-6721.

6. DESCRIPTION: The University of Southwestern Louisiana (USL) has developed a multi-faceted, interdisciplinary inservice teacher-training program for educators in the Acadiana geographic area. The project consists of conducting a series of Special Study Institutes in the local education agency (LEA) setting for regular classroom teachers, special education staff, and educational administrators. The workshops are based on LEA and SEA needs assessment data for exceptional children, are competency based, and will be conducted by USL faculty from the departments of Special Education, Psychology, and Communicative Disorders as well as State Department of Education officials. As the project seeks to meet the inservice priorities and needs of each individual parish, specific workshop times, topics, and speakers will vary among the local education agencies.

Special Study Units

Administrators

Competency Based

7. MAJOR OBJECTIVES: The goals of this inservice program are two-fold: (a) Assist in providing educators with additional competencies to more effectively serve school-age handicapped children. (b) Aid local parishes in meeting full implementation of Public Law 94-142 and Act 754 of the 1977 Louisiana legislature.

8. DISSEMINATION: The project seeks 3 levels of dissemination: (1) local education agencies in the Acadiana area, (2) within the state of Louisiana, and (3) at the national level.

In addition to the above, target groups receiving information on the project include Special Education advocate groups, Day Care Centers, Community Action Programs, and all persons interested in handicapped children.

Dissemination activities include: publications in the local education agency newsletters, university bulletins, and local newspapers as well as public presentations at state, regional, and national association meetings. The project is described in the National Inservice Network catalogue.

9. EVALUATION: The Discrepancy Evaluation Model (DEM) formulated at the University of Virginia forms the basis for the project evaluation design. Evaluation includes: 1) the evaluation of workshop participants (pre and post competency testing); 2) evaluation of teacher participants by their immediate supervisors (pre and post competency testing); 3) external evaluation from the State Department of Education; and 4) technical assistance from the "Evaluation Training Consortion," an OSE project, at Western Michigan University in additional measurement tools and follow-up procedure.

DEM

1. PROJECT NUMBER: 451CH00567
2. TITLE: To Train Secondary School Personnel to Develop Pupil Progression Plans for Secondary Exceptional Students
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000883
5. CONTACT PERSON: Henry L. Smith and Kate Nelson,
Louisiana State Department of Education, Division of Special
Educational Services, P.O. Box 44064, Capitol Station,
Baton Rouge, LA 70804, (504) 342-3631.

6. DESCRIPTION: This project proposes an inservice training program to assist central office staff, school building administrators and secondary teaching personnel in developing Pupil Progression Plans for secondary special education students. Pupil Progression Plans are the strategies for working with exceptional students as they relate to the state minimum performance standards mandated by the state Competency Based Education program.

Central Office Staff, Administrators, Secondary Teachers
Pupil Progression Plans
Competency-based

7. MAJOR OBJECTIVES: (1) Secondary School Personnel participating in the Competency Based Education Project will demonstrate knowledge of the educational options required under Act 750, the Louisiana Competency Based Program, as measured by a criterion-referenced test. (2) Secondary School Personnel participating in the Competency Based Education Program will be aware of modifications in testing, instructional, and evaluation procedures that can be made to place exceptional students and how students may be provided these services in the various educational options. (3) Secondary School Personnel participating in the Competency Based Education Project will demonstrate a positive attitude towards their responsibilities for providing programs to meet the needs of exceptional students as measured by an attitudinal qustionnaire. (4) Secondary School Personnel participating in the Competency Based Education Project will be able to establish an appropriate parish minimum standard for promoting exceptional secondary students from one grade to the next grade as indicated by the approval of the standards by the Board of Elementary and Secondary Education (BESE). (5) Secondary School Personnel participating in the Competency Based Education Project will demonstrate ability to plan appropriate special education programs that will fulfill the needs of exceptional students and lead to successful completion of minimum standards for promotion as indicated by the judgment of appropriate SDE personnel using a PL 94-142 compliance checklist. (6) Secondary School Personnel participating in the Competency Based Education Project will demonstrate knowledge of records and reports that need to be maintained to fulfill the requirements of the Competency Based Education Act as measured by a criterion-referenced test. (7) Secondary School Personnel involved in the Competency Based Education Project will respond positively toward the technical assistance received in finalizing their Pupil Progression Plan as measured by their responses on a

feedback questionnaire. (8) Secondary School Personnel involved in the Competency Based Education Project will demonstrate ability to apply information and skills learned in this training as evidenced by (a) implementation of appropriate alternative secondary programs based upon data collected in follow-up monitoring reports and (b) approval of their Pupil Progression Plan by the Board of Elementary and Secondary Education. (9) Secondary School Personnel participating in the Competency Based Education Project will respond positively toward the group training, technical assistance, and follow-up activities conducted as indicated by their responses on a feedback questionnaire.

8. DISSEMINATION: Dissemination will be through workshops, seminars, on-site visits, and follow-up activities. It is anticipated that the pilot groups will be expanded to include all LEAs.

9. EVALUATION: The Project Manager will act as an evaluator to conduct quarterly monitoring activities and make any recommendations for necessary revisions.

MAINE

STATE: Maine

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Maine

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		52
Consulting Teachers		1	1	1		4
Resource Rm. Teach.		1	1	1		4
Sp. Class Teacher		1	1	1		10
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						70

1. PROJECT NUMBER: 029CH10195

2. TITLE: Regional Resource Project: Regional Staff Development and Resource Information System to Support Regular Educators Serving Handicapped Students

3. SPONSORING AGENCY: LEA

4. GRANT NUMBER: G008101823

5. CONTACT PERSON: Denyse M. Anderson, Project Coordinator, Maine School Administrative District 75, 22 Elm Street, Topsham, ME 04086, (207) 729-9961

6. DESCRIPTION: The Regional Resource Project is a regional collaborative planning and training effort between two adjacent, rural education agencies, School Administrative District 75, Topsham, Bowdoinham, Bowdoin and Harpswell, and School Union 47, Bath-West Bath. Its purpose is to address the training needs of regular educators serving handicapped students in their classroom: by identifying common teacher competency clusters; by desiging a computerized resource retrieval system; by developing a training team assisting new staff development systems; by developing community awareness through a volunteer program; and by integrating identified competencies into university curriculum. A Regional Resource Team consisting of 4 teachers, 2 administrators and 2 administrators and 2 school board members oversees the project with a project coordinator carrying out the day to day objectives.

Computerized Retrieval System

Regional Resource Bank

Community Volunteers

7. MAJOR OBJECTIVES: (a) Enhance the local staff development effort by providing training to teachers with common needs across districts; (b) To provide a resource information bank to teachers in order to assist them in developing competencies for working with handicapped students; (c) To further Maine's Comprehensive System of Personnel Development by providing training to other districts interested in developing a staff development system; (d) To train and utilize community volunteers in the school and community to increase the understanding of handicapped students; (e) To bring the University and the classroom closer together by instituting a "Year-in-District" pilot program for University staff.

8. DISSEMINATION: Teachers of SAD 75 and Union 47 will receive information through the following methods of dissemination: presentations at faculty, school board, and community meetings; progress reports; survey results; involvement of local inservice network; participation in local and state organizations; articles in local publications. Resources will be available on request to neighboring districts and/or schools in southern Maine.

9. EVALUATION: (a) Interviews upon completion of Teacher Competency Survey; (b) Pre and post test of teacher behavior for training program; (c) A User Feedback form for the Inservice Information System; (d) Ongoing evaluation of Training Teams by debriefing sessions, pre and post interview sessions; (e) Completion of questionnaires

after training sessions; (f) Telephone interviews; (g) Year-end reports.

10. PRODUCTS: The project will provide a model for regional resource bank and training center.

MARYLAND

1981

STATE: Maryland

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	3

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	2
Others	1

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Maryland

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	3	2	2	2	3283
Consulting Teachers						
Resource Rm. Teach.		1				21
Sp. Class Teacher	2	2	2	2		2950
Administrators/Supvrs.	2	3	2	2	2	146
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors	1	1	1	1	1	1300
Physical Ed. Teach.	1	1	1	1		100
Music & Fine Arts. Teach.						
Volunteers	1	1	1	1		75
Parents	1	1	1	1		75
School Brds.						
Teams		1	1	1		20
Other		1				12
Total						7982

1. PROJECT NUMBER: 029CH10009
2. TITLE: A Model Statewide In-Service Training Project for Regular Education Facilitators of Leisure Education for Handicapped Children
3. SPONSORING AGENCY: Other (private, non-profit)
4. GRANT NUMBER G008101892
5. CONTACT PERSON: Michael Bender, Maryland Institute of Career and Leisure Development, 10706 Cardington Way, T-1, Cockeysville, MD 21030, (301) 955-4080

6. DESCRIPTION: The project intends to develop and implement a statewide comprehensive in-service training program for regular educators and other select facilitators of leisure education for handicapped students. Working with the State Advisory Committee and a Materials Development Task Force, a competency-based modular instructional training guide based on the results of a needs assessment of current needs and competencies of regular educators, community recreation personnel, parents and volunteers and other support staff in leisure education facilitation for a full-spectrum of handicapped students will be developed. The overall goal of this project is to improve the leisure functioning of handicapped children in Maryland by enhancing the quantity and quality of leisure-related experiences they will be exposed to in the home, school and community. These children will be served indirectly by strengthening the skills, knowledge and attitude of a number of key personnel who will be involved formally and informally in providing the education of handicapped children through leisure education.

Leisure Education

7. MAJOR OBJECTIVES: (a) Assess the current awareness and competency level of individuals representing specific leisure and education implementation roles in order to determine the content of an in-service training model in leisure education for a full-spectrum of handicapped children. (b) Develop a comprehensive in-service training model of leisure education for implementors of leisure opportunities in public schools and related educational services. (c) Following implementation of pilot and field-test in-service training programs in leisure education, develop a comprehensive service model that effectively employs school, home and community resources to meet the leisure education needs of a full-spectrum of handicapped children. (d) Evaluate the impact that such a model has on the leisure functioning of handicapped children and disseminate all products to facilitators throughout Maryland.

Competency-Leased

8. DISSEMINATION: An in-depth in-service training workshop will be pilot tested with select representatives of each facilitator role. Modifications will be made and subsequently four geographically dispersed in-service training workshops will be implemented at cooperating training sites. Sites will represent different delivery systems (public schools, state education, non-public school,

community agency systems). The final year will offer a minimum of ten training workshops coupled with follow-up evaluation of trainee plans.

9. EVALUATION: All training efforts will be evaluated and restructured in light of feedback. The evaluation design will include a systematic observation of children (the ultimate beneficiaries of the project) and participants (trainees) on the job. Parents of handicapped children will also be included in evaluation efforts. The evaluation strategy follows closely the "Four-D Model" described in "Instructional Development for Training Teachers of Exceptional Children" (Thiagarajan, et al.). This approach is concerned with measuring input, process and output of the inservice activities.

10. PRODUCTS: Major products will include (1) a viable statewide comprehensive leisure education training delivery system to assure the continued provision of leisure programs/services for handicapped students and (2) a valid model in-service training program for regular educators to provide leisure education to handicapped students.

1. PROJECT NUMBER: 029EH20029
2. TITLE: G008101852
School Inservice Coordinator for Mainstreaming Project
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER:
5. CONTACT PERSON: Stanley Fagen, Montgomery County Public Schools, Office of Continuing Education, 850 Hungerford Drive, Rockville, Maryland 20850, (301) 871-5150

6. DESCRIPTION: This project seeks to establish a replicable model for selecting and preparing inservice coordinates for mainstreaming through linking an out-of-school teacher trainer (specialist for inservice to an in-school staff resource (school inservice coordinator).

"School
Inservice
Coordinators

7. MAJOR OBJECTIVES: Five major objectives are proposed: (1) to demonstrate an efficient and equitable process for selection of School Inservice Coordinators for Mainstreaming, (2) to conduct a replicable competency-based program for preparing classroom teachers to serve as school inservice coordinators for mainstreaming. (3) to support and monitor the effectiveness of the School Inservice Coordinator for mainstreaming, (4) to prepare and utilize essential materials for training School Inservice Coordinators for Mainstreaming, and, (5) to collaborate with the State Department of Education in the preparation of school inservice coordinators for other school systems in Maryland. Responsbilities for which inservice coordinators will be prepared include: (a) maintaining liaison with principal and out-of-school trainer, (b) organizing and chairing a school inservice committee, (c) developing an annual school inservice plan, and (d) facilitating school-based staff development (e.g., course and workshop instruction, demonstration teaching, staff sharing of effective practices and materials).

1. PROJECT NUMBER: 029CH10098
2. TITLE: Regular Education Inservice: The Prince George's County Model Inservice Program for Regular Education Teachers
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008101998
5. CONTACT PERSON: Dr. Pat Jamison/Robert Coombs, Prince George's County Public Schools, Lincoln Resource Center, 5201 Baltimore Lane, Lanham, Maryland 20706, (301) 459-0940

6. DESCRIPTION: This project focuses upon the use and verification of an inservice education model and set of quality practices, which are designed to help planners to develop inservice programs systematically. The primary emphasis of the model program is inservice training for regular classroom teachers, special education teachers, reading teachers, and administrators that will increase coordination and shared responsibility of the reading program for mainstreamed students, K-6. A two-pronged thrust is proposed that includes on-site inservice training for school personnel servicing levels four and five (i.e., self-contained) students and a trainer-of-trainers model for school personnel serving levels one through three (i.e., consultant and resource room). This model of inservice will emphasize the process utilized during the planning, implementation, and evaluation of inservice programs. Management, participants, and students are the key focal points of the model.

Coordinated Reading Instruction

Trainer-of-Trainers Model

7. MAJOR OBJECTIVES: (a) To increase among regular class teachers, reading teachers, and principals knowledge regarding PL 94-142 and handicapped students. (b) To increase knowledge of the comprehensive reading program in Prince George's County among special education teachers. (c) To provide inservice training for reading, special education, and regular education staff in the areas of referral, assessment, planning, programming and evaluation of students with reading problems. (d) To increase coordination and shared responsibility of the reading program of mainstreamed students among school-based resource personnel and regular classroom teachers. (e) To develop a planning model and a set of quality practices for planning inservice programs in Prince George's County.

8. DISSEMINATION: The project will utilize the following methods of dissemination: (a) Written products such as monographs, manuals, guides; (b) Presentations at national, state and local conferences; (c) Technical assistance to county schools that are not in the project as well as to other schools in the state; (d) Service such as participation on state and/or national task forces; (e) Demonstration.

9. EVALUATION: The area of evaluation will be a major focus throughout this project. The Discrepancy Evaluation Model (DEM) was followed to develop five major evaluation

Discrepency Evaluation Model

concerns related to the project. A series of evaluation questions related to each concern have been identified and potential sources of information to answer each question have been outlined. Both quantitative and qualitative measures will be utilized to answer evaluation questions.

10. PRODUCTS: Several major products will result from this project. First, the project will provide an inservice planning model that can be used by local staff who are assigned inservice responsibilities. Next documents and materials describing the roles and responsibilities of school staff for planning, implementing and evaluating the reading program of mainstreamed students will be developed. Finally, a school-based inservice program that includes a training manual and supplementary materials will be available.

1. PROJECT NUMBER: 029CH10073 (1 of 4 components)

2. TITLE: Program Assistance Grant - Maryland Comprehensive System of Personnel Development: Procedures for Evaluating and Instructing Learning Disabled Children in Maryland (Subcomponent I)

3. SPONSORING AGENCY: Maryland State Department of Education-Division of Special Education

4. GRANT NUMBER: G007801839

5. CONTACT PERSON: Joan C. Maynard, Chief, and Richard Mainzer, Program Development and Assistance, Division of Special Education, 200 W. Baltimore, MD 21201, (301) 659-2495

Learning Disabled

6. DESCRIPTION: The ultimate purpose of this project is to improve the quality of education delivered to learning disabled children in Maryland. In order to accomplish this goal, in March, 1980, the Johns Hopkins University and the Maryland State Department of Education were awarded, collaborative grants with the major objectives of 1) identifying major issues in the area of learning disabilities in Maryland, 2) identifying procedures for possible solutions to these issues, and 3) beginning to pilot the procedures in five selected LEAs in Maryland. During the past seven months, the Johns Hopkins University and the Maryland State Department of Education through close collaboration have developed a set of pilot procedures in the areas of assessment and instruction of learning disabled individuals. In order to accomplish this, selected national leaders and LEA practitioners developed an initial pilot draft of guidelines for the evaluation and instruction of learning disabled children. Maryland is now in the initial stages of piloting the procedures. During the next three years (FY 82, 83, 84), the Maryland State Department of Education proposes to refine the pilot guidelines while expanding implementation throughout the State. This will necessitate the training of special and general educators, related services & support personnel.

7. MAJOR OBJECTIVES: The objectives for the initial year of this grant (FY 82) are: 1) to expand implementation within the five selected LEAS, 2) to identify, develop and disseminate information on appropriate training resources, and 3) to finalize the pilot procedures, based on evaluative data from the initial year of the project.

8. DISSEMINATION: Guidelines and training materials will be developed and disseminated statewide.

9. EVALUATION: The project evaluation includes both formative and summative evaluations including use of the Concerns-Based Adoption Model.

1. PROJECT NUMBER: 029CH10073 (2nd of 4 Components)
2. TITLE: Program Assistance Grant - Maryland Comprehensive System of Personnel Development: Training Career, Vocational and Special Educators (Subcomponent II)
3. Sponsoring Agency: Maryland State Department of Education Division of Special Education
4. GRANT NUMBER: G007801839
5. CONTACT PERSON: Joan C. Maynard and Deborah Sterrett, Program Development and Assistance, Division of Special Education, 200 W. Baltimore Street, Baltimore, MD 21201 (301) 659-2495 and (301) 659-2496.

6. DESCRIPTION: Through this project, the Maryland State Department of Education will collaborate with the University of Maryland in the development of selected inservice training modules for use in local inservice training programs involving special, career and vocational educators. The modules will be correlated with the MSDE publication - "Cooperative Planning for the Handicapped."

Prevocational Programming

7. MAJOR OBJECTIVES: 1) Develop selected training modules to correlate with specific components within the Admissions, Review, and Dismissal - Individualized Education Plan Process (COMAR 13A.05.01). 2) Field-test training modules for intended use by career/vocational and special educators. 3) Revise training modules on basis of the analysis of field-test data. 4) Prepare all modules in packaged form for statewide dissemination.

8. DISSEMINATION: The training modules and information on the modules developed through this project will be disseminated among career, vocational, general and special educators, guidance personnel, vocational rehabilitation personnel, and other working with or developing programs for handicapped children on the state and local education agency levels. Dissemination activities will be conducted in the form of public presentations, written descriptions and providing for the free loan of training materials upon request.

9. EVALUATION: Project evaluation activities will be conducted through the Input Team selected to advise on the component. Evaluation activities would include: a) Lea Input Team would identify training needs selected for the development of instructional modules. b) Assess the content of each module, using persons for intended advice. c) Assess the format design of the modules. d) Collaborate on the development of the field testing instruments. e) Field test from sampling of audience, analyze the field test results. f) Recommend revisions of the modules based on evaluation data.

1. PROJECT NUMBER: 029CH10073 (3rd of 4 components)
2. TITLE: Program Assistance Grant - Maryland Comprehensive System of Personnel Development: Interdisciplinary and School-Based Personnel Trained in ARD Decision Making (Subcomponent III)
3. SPONSORING AGENCY: Maryland State Department of Education, Division of Special Education
4. GRANT NUMBER: G07891839
5. CONTACT PERSON: Joan C. Maynard, Chief (Phone: 301-659-2495) Program Development and Assistance; and Lucy Hession, Staff Specialist (301-659-2496) Division of Special Education, 200 W. Baltimore St., Baltimore, MD 21201

6. DESCRIPTION: The purpose of training interdisciplinary personnel in the Admission, Review and Dismissal (ARD) Process (COMAR 13A.05.01) is to assist educators and health related persons in making accurate and effective decisions when involved in the ARD Process. Accordingly, prospective participants for this training would be school administrators, special, regular education and related services personnel, such as physicians, nurse practitioners, and school nurses, occupational and physical therapists, speech and hearing pathologists. In order to heighten the understanding of educational and health related personnel about how the ARD Process is activated, its components adequately yet efficiently addressed, and culminated in the proper placements, this proposed Interdisciplinary Subcomponent will use school-based and interdisciplinary personnel to analyze current ARD practices, identify common elements and design Instructional Television modules for instructional inservice use.

7. MAJOR OBJECTIVES: Goal: Assistance should be provided to educators and health related personnel in making accurate and effective decisions when involved in the ARD Process. Objectives: In order to accomplish this goal, participants will : 1) demonstrate knowledge about the ARD process, 2) discuss ways of improving the ARD process, 3) name the Child Find contact persons at the state and local levels and explain the relationship of services to their specific discipline, 4) name and explain the components of an Individualized Education Plan (IEP), 5) contribute to the writing of an IEP from their individual discipline, 6) describe the relationship of "Related Services" to the IEP.

8. DISSEMINATION: Prior to the completion of the training modules, a system for delivering technical assistance to regional and local areas will be developed which maximizes the use of existing local personnel and provides expertise that is directly related to specific problem areas. Forums for delivering technical assistance will be provided through: 1) LEA inservice, 2) inservice credit

through state approved workshops, 3) Category I continuing education credit for physicians, 4) Category A continuing education credit for psychologists, 5) college or graduate course credit through independent courses of study through colleges and universities.

9. EVALUATION: The evaluation of this project will not be a one-time effort but will occur at appropriate points in the planning, production and implementation phases. Evaluation efforts are classified into two categories: Process evaluation and product evaluation. 1) Process Evaluation - the following activities will institute the process evaluations: a) Involvement of and evaluation by members of the intended audience of the content of the ITV modules; b) Evaluation of the content concepts and scripts by consultants, and other educational and health related personnel. These persons will evaluate the content of each module according to the following criteria: 1) consistency with the main objectives of the series, 2) logical organization of the lesson, 3) appropriateness of teaching method, and 4) clarity of concepts presented. 2) Product Evaluation - Product evaluation will be achieved primarily through the assessment of staff indicators. Parallel forms of paper and pencil tests will be given prior to viewing the module and the other following the viewing. The difference between the scores will indicate the effect of the information presented.

10. PRODUCTS: Three inservice training modules with accompanying instructor guides.

1. PROJECT NUMBER: 029CH10073 (4th of 4 components)
2. TITLE: Program Assistance Grant - Maryland Comprehensive System of Personnel Development: General Educator Field-Based Inservice Training (Subcomponent IV)
3. SPONSORING AGENCY: Maryland State Department of Education, Division of Special Education
4. GRANT NUMBER: G07801839
5. CONTACT PERSON: Joan C. Maynard, Chief (Phone: 301-659-2495) Program Development and Assistance; and Richard W. Mainzer, Staff Specialist (301-659-2498) Division of Special Education, 200 W. Baltimore St., Baltimore, MD 21201

6. DESCRIPTION: The project is designed to assist IHEs in establishing collaboration with appropriate LEA personnel and providing initial funding for course design, implementation and evaluation.

7. MAJOR OBJECTIVES: To provide technical assistance and support to at least four of Maryland's teacher education institutions in designing, implementing and evaluating field-based inservice training courses for Maryland's general educators, and to train at least 120 general educators in the four competency areas delineated in the Maryland Certification Bylaw.

8. DISSEMINATION: N/A

9. EVALUATION: The MSDE will evaluate process, content, and outcome, using a discrepancy evaluation. Within the process evaluation, the timelines in this proposal will be used as standards. Also, the effectiveness of the incentive used will be evaluated for both the IHEs and LEAs. Within the content, product evaluation, the number of persons trained, as well as the effectiveness of the content and activities of the training in addressing the practical needs of the participants will be evaluated. The effectiveness of the training will be evaluated using a pre-post cognitive gain measure and a follow-up (e.g. 3 month after course completion) participant evaluation questionnaire.

MASSACHUSETTS

STATE: Massachusetts

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	1
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	2
Bilingual	3
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Massachusetts

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	3	3	3	1	1645
Consulting Teachers	2	2	2	2	1	83
Resource Rm. Teach.	2	3	3	3	1	165
Sp. Class Teacher	2	3	3	3	1	1411
Administrators/Supvrs.	2	3	3	3	2	76
Paraprof./ Aides	1	1	1	1		80
Clinicians/ Therapists	1	2	2	1	1	87
Psychlgts.	2	2	2	2	2	46
Counselors	2	3	3	3	1	59
Physical Ed. Teach.	1	1	1	2		41
Music & Fine Arts. Teach.		1	1	1		40
Volunteers	1	1	1	1		40
Parents	1	2	2	2		620
School Brds.					1	40
Teams						
Other		1	1	1	1	11
Total						4444

1. PROJECT NUMBER: 029CH10145
2. TITLE: School Personnel Development Program
3. SPONSORING AGENCY: NPO
4. GRANT NUMBER: G008101784
5. CONTACT PERSON: Robert Broudo/Wendy Rubin, Learning Disabilities Foundation, Inc. Prides Crossing, MA 01965, (617) 927-4440

6. DESCRIPTION: This project is a training program intended to equip regular education classroom teachers, supervisors, and administrators to teach students experiencing difficulties in regular classrooms through a team oriented, problem solving process. The structure of the program involves 2 phases: a summer training component, and an academic year, building-based training. SPDP personnel work primarily with case-sharing groups in selected schools, grades K-12. Elements of the model include: the retraining of administrators in non-evaluative supervisory techniques; and retraining of classroom teachers including peer supervision and case sharing groups to stimulate communication and strategies during school hours, and are facilitated by school based coordinators.

Team-oriented problem solving process

7. MAJOR OBJECTIVES: Over a three year period, the project seeks to demonstrate the effectiveness of a training model that will serve 75% of all regular teachers and administrators in nine school districts and serve as a model for other school districts in Massachusetts and New England. In the first year, the target population will be approximately 300 teachers and administrators in 3 shcool districts located in eastern Massachusetts. These teachers and administrators will have a direct effect on estimated 1500 special needs students in regular classroom settings. During the first year, it is also expected that additional school systems will develop plans to use the model in the succeeding year.

Teachers and administrators

8. DISSEMINATION: Project staff will prepare briefings and conduct orientations in new schools and systems. Project materials and videotapes will be used to explain the model. School coordinators and actual participants will make presentations. Representatives will participate in an advisory committee and become involved in planning and monitoring. Project evaluations and reports will be prepared and disseminated to participating systems, regional and state officials.

9. EVALUATION: The three areas with which evaluation will be concerned are outcomes, process, and impact. Outcome: establishment of achievement indicators; group participation records and assessment reports by staff. Process: how well the program functions; questionnaire administrated at three intervals. Impact: competencies of regular classroom teachers and administrators for maintaining special needs students in regular classrooms; percentage of referred students actually continuing into special education with comparisons for trained and untrained staff.

10. PRODUCTS: This project will provide a model for personnel development with materials to supplement the inservice training design.

1. PROJECT NUMBER: 029CH10175
2. TITLE: Regular Education Inservice: Project TEAM - Training for Equal Access for Minorities.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101913
5. CONTACT PERSON: Dr. Diane Coulopoulos, Simmons College, Department of Psychology, 300 the Fenway
Boston, MA 02115

6. DESCRIPTION: This project is designed to train school personnel (administrators, counselors, psychologists, speech therapsists, regular, bilingual and special education teachers) to eliminate erroneous classification of ethnic minority group children. During the first year, individual groups of school personnel will be trained in a series of 5 six-hour workshops. During the second year, training will focus on interdisciplinary teaming, group decision making and the development of interdisciplinary special education models. During the third year, participants from Years I and II will work with prereferral and referral cases at the school building level. Participants will also receive training which will permit them to train newly formed teams in other schools within the same school system.

Administrators,
Counselors,
Bilingual,
Psychologists,
Speech Therapist

Training
Trainers
Model

7. MAJOR OBJECTIVES: a. To prevent misclassification of limited English proficient students as handicapped through appropriate identification and evaluation. b. To provide least restrictive and appropriate placement for ethnic minority children. c. To provide appropriate educational programs for limited English proficient students with special needs.

8. DISSEMINATION: Dissemination will take place on the local level, the state, and national level. The method of dissemination will take several forms including: A. The written media with description of the program in newsletters published by the Massachusetts Department of Education. B. Through workshops sponsored by the State Department of Special Education. C. Presentations made at regional and national conferences and meetings. D. Published reports in professional journals and reports sent to Title VII Resource Centers located in New England.

9. EVALUATION: Evaluation will include pre and post testing which will measure the acquisition of competencies and questionnaires which will evaluate the benefits, shortcomings and criticism of the program. An outside consultant will conduct site visits to the schools and gather information from the trainees to determine the changes that have occurred in the assessment process and services provided to limited English proficient and ethnic minority group children.

10. PRODUCTS: The project will provide an interdisciplinary model for identifying, evaluation, and providing appropriate services for ethnic minority group children.

1. PROJECT NUMBER: 451AH00136
2. TITLE: Massachusetts Department of Education's Comprehensive Project
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007901358
5. CONTACT PERSON: Priscilla Owen McPhee/Roger Brown, Inservice Training Coordinator, Division of Special Education, Massachusetts Department of Education, 31 St. James Avenue, Boston, Massachusetts 02116, (617)727-5770

6. DESCRIPTION: Through this project the Massachusetts Department of Education's Division of Special Education will continue its efforts to provide comprehensive personnel preparation in a responsive and cost effective manner. The Division will fund through the Commonwealth Inservice Institute long-term, participant planned inservice training programs at the school district level which respond to established state and federal priorities. Eligible populations include regular educators, administrators, special educators, support personnel, parents, volunteers and community based organizations. Five components are addressed by the grant, including Severely Handicapped, Bilingual/Multicultural, Vocational/Occupational/Career Education, Parents and Volunteers, and Regular Education Personnel.

Building-based

Bilingual,
Vocational,
Parents,
Volunteers

7. MAJOR OBJECTIVES: (1) To foster the movement of inservice training at the local level from awareness and knowledge training to skill practice and skill application. (2) To reinforce the fundamental best practices of participant planned inservice education that is responsive to Local Education Agency need at the building based level. (3) To provide truly comprehensive personnel preparation, in accordance with established state and federal priorities, in a responsive and efficient manner. (4) To provide incentives for cooperative planning amongst parents, community based organizations, human service agencies and public schools.

8. DISSEMINATION: Brochures and information bulletins have been developed to annouce the availability of these Special Education Personnel Preparation funds through the Commonwealth Inservice Institute. These information items describe the five component areas, eligibility criteria, and identify the names, locations and phone numbers of the SEA regional office staff who provide assistance to interested groups in the development of mini-grant proposals against thses dollars. In addition, brochures and information bulletins are disseminated to participants at the close of awareness training sessions sponsored or co-sponsored by the Division of Special Education. Further, a newsletter will be published biannually and disseminated to populations eligible to access these training dollars. The

newsletter will provide a synopsis of inservice training programs which have been funded, as well as reiterate the application process, eligibility criteria and technical assistance resources available through our SEA staff.

9. EVALUATION: The evaluation of training programs funded by Special Education Personnel Preparation monies through the Commonwealth Inservice Institute takes place on several levels. There is an on-site observation of the program conducted by appropriate SEA staff, while the program is in progress. At the close of each inservice program the participants complete a comprehensive evaluation questionnaire which is submitted to the Institute. The on-site observation and the evaluation questionnaire provide the data necessary to the formative phase of the evaluation process. Approximately six months after the completion of the training program, participants complete a third evaluation format. It requests that the participants respond in narrative form to the long term effects of the training program, including the impact upon professional skills and the application of those skills with regard to learner outcomes.

10. PRODUCTS: Products to be developed include the brochures and the biannual newsletters. The brochures are now available and the first issue of the newsletter is projected for December 1981.

MINNESOTA

STATE: Minnesota

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	1
Urban	1
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Minnesota

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen- tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		250
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						250

1. PROJECT NUMBER: 451AH00247
2. TITLE: MFT Continuing Education Seminars: Regular Education Inservice
3. SPONSORING AGENCY: Other - Minnesota Feceration of Teachers

Teacher Union

4. GRANT NUMBER: G007901323
5. CONTACT PERSON: Edward C. Bolstad, Minnesota Federation of Teachers, 175 Aurora Avenue, St. Paul, Minnesota 55103, (612) 227-8583

6. DESCRIPTION: This project provides two continuing education seminars for regular classroom teachers. The seminars' goal is to prepare classroom teachers to better meet the needs of handicapped students in the regular classroom setting. Each seminar will be conducted over a weekend period. The seminars will be evaluated through pre-post measures and follow-up questionnaires and interviews.

Week-end Seminars

7. MAJOR OBJECTIVES: (1) To provide training for regular classroom teachers; (2) To train elementary and secondary public school teachers to recognize handicapping conditions; (3) To provide public school teachers in regular classrooms with the latest special education methodologies for teaching handicapped students, including specifically matters of classroom management; (4) To provide regular teachers with instructional tools for conveying the content of the lesson in spite of the handicapping condition; (5) To provide regular classroom teachers with information about special education and how and where to get specialized help for handicapped students; and (6) To acquaint teachers with the legal requirements of federal and state laws, including due process rights of parents and children. (7) To enable them to make recommendations to school administrators on special needs, additional programs, additional staff, and greater coordination of resources in teaching handicapped students in the regular classroom.

Elementary and Secondary

8. DISSEMINATION: The seminars will be advertised through the Minnesota Federation of Teachers newsletter. A Project manual and other Project information will be available to interested persons.

9. EVALUATION: The seminars will be evaluated by: 1) Teacher competencies: (a) pre-training attitude survey, (b) immediate post-training attitude survey; 2) Series Seminar Impact: (a) participant rating and comments, immediate post-training (b) interview in depth with random sample of participants (c) One month follow-up questionnaire to participants (d) Six to seven month follow-up to participants teaching handicapped children in regular classroom, (e) staff assessment of the program as planned.

Follow-up Survey

MISSOURI

STATE: Missouri

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	1
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Missouri

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1		50
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher	2	2	2	2		175
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.	1	1	1	1		50
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						275

1. PROJECT NUMBER: 029CH10526
2. TITLE: PAG: Handicapped Physical Education Program
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101790
5. CONTACT PERSON: Leon E. Johnson, Professor, Department of Health & Physical Education, University of Missouri-Columbia, Columbia, Missouri 65211

6. DESCRIPTION: The project is primarily a preservice model for master's and doctoral level in adapted physical education. However, there is an inservice component for training teachers of the severely handicapped in adapted physical education area.

Preservice Model

7. MAJOR OBJECTIVES: (1) Physical education services, specifically designed for the severely handicapped. (2) Provide movement through space in one's personal environment. (3) Provide physical fitness skills essential for survival in modern society.

8. DISSEMINATION: Statewide - Teachers of the severely handicapped

9. EVALUATION: Evalution includes the measurement of attainment of objectives by participating.

1. PROJECT NUMBER: 029CH10525
2. TITLE: Model Curriculum for Adapted Physical Education
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G00810179
5. CONTACT PERSON: Leon E. Johnson, Professor, Department of Health and Physical Education, University of Missouri-Columbia, Columbia, Missouri 65211

Physical Education

6. DESCRIPTION: This project is designed to train regular and special educators on adapted physical education on a statewide basis. The instruction is on a semester basis and is taught at geographic locations around the state, rather than bringing teachers to the University. Teachers receive three semeter hours credit for participation.

7. MAJOR OBJECTIVE: (1) To provide a background of understanding of the problems of the exceptional individual in physical activities. (2) To understand the integration of motor learning and implication in learning and behavior patterns. (3) To better organize the motor abilities of the exceptional individual.

8. DISSEMINATION: Classes are limited to 25/30 teachers in a specific location within the state.

9. EVALUATION: Evaluation includes the measurement of attainment of objectives by the participating teacher.

NEBRASKA

STATE: Nebraska

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	2
Urban	2
Native American	2

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Nebraska

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	2	2	1	330
Consulting Teachers						
Resource Rm. Teach.	1	1	1	1	1	50
Sp. Class Teacher	1	1	1	1	1	50
Administrators/Supvrs.	1	1	1	1	1	25
Paraprof./ Aides	1	1	1	1	1	25
Clinicians/ Therapists	1	1	1	1	1	25
Psychlgts.						
Counselors	1	1	1	1	1	25
Physical Ed. Teach.	1	1	1	1	1	20
Music & Fine Arts. Teach.	1	1	1	1	1	25
Volunteers	1	1	1	1	1	20
Parents	1	1	1	1	1	20
School Brds.						
Teams						
Other	1					100
Total			214			715

1. PROJECT NUMBER: 029CH11076

2. TITLE: SEA Regular Sev Handicapped Preservice/Inservice Support in Coordination with the States IHE's. The section of this grant with major emphasis for regular educators is: The State Education Training Series: An Inservice Program for Nebraska Educators

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G008102051

5. CONTACT PERSON: SEA: Mary Ann Losh, 301 Centennial Mall So., Box 94987, Lincoln, NE 68509 (402) 471-2471 and SETS: Dr. Donna Aksamit, 204F Barkley Memorial Center, University of Nebraska-Lincoln, Lincoln, NE 68583-0732, (402) 472-3955

6. DESCRIPTION: This SEA grant includes funding for the State Education Training Series (SETS) which is a competency based training model. Curriculum is organized into training "components" which cover a variety of topics. There are approximately 40 components addressing such content areas as student assessment, characteristics of mildly handicapped students, classroom management, communication skills, curriculum adaptation, instructional strategies, grading and evaluation, and infant and preschool handicapped education. Components are organized into "modules" which consist of related but independent components which have separate course outlines and can be delivered independently. Schools, agencies and individual participants do needs assessments and select those components which meet their specific needs. SETS components are appropriate for a variety of professionals as well as parents. Training can be taken free of charge for professional growth or for undergraduate or graduate credit when the number of contact hours comply with UNL credit requirements. Credit can be transferred to other Nebraska colleges. Components are presented in either 9 or 5 hour workshops and are available through various scheduling procedures. The majority of 9-hour components are delivered on weekends, while components offered for professional growth only are delivered during a school day with educators receiving release time. The approximately 40 SETS instructors are practicing educators and college faculty and are paid an honorarium with travel, meals and lodging expenses reimbursed.

Competency-Based

Needs Assessment

7. MAJOR OBJECTIVES: 1) To continue to update and deliver existing SETS training components specifically designed for regular educators. 2) To continue to update and deliver training components specifically designed for educators who administer programs and deliver services to infants and preschool handicapped children. 3) To develop new training components and/or modify existing curriculum especially appropriate for educators who provide services to Native American Indian handicapped students.

Early Childhood

8. DISSEMINATION: Information about training available through SETS is disseminated to all Nebraska school districts, educational service units, other public and private agencies and past participants. Location of workshops delivered each semester is also announced to the above groups twice annually.

Dissemination of information describing the SETS model occurs on an individual request basis as well as at local, regional, state and national meetings and conferences. Additional dissemination has occurred through various ERIC monographs and abstracts.

9. EVALUATION: Evaluation activities include participants' ratings of curriculum, teaching methods and materials and instructor effectiveness. Evaluation data is summarized, analyzed and disseminated annually to instructors and other relevant individuals and groups. Monitoring information is also collected annually with periodic long term analyses conducted. Data collected includes: (1) number of workshops delivered; (2) curriculum most frequently requested and delivered; (3) types of positions held by participants; (4) additional content requested by participants; and (5) geographic nature of SETS workshops delivered. Follow-up surveys of past participants' attitudes and knowledge as well as surveys of employers/administrators are also conducted.

1. PROJECT NUMBER: 029CH11059
2. TITLE: Project Accommodate: Regular Education Inservice in Selected Secondary Curricular Areas
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008102045
5. CONTACT PERSON: Dr. Stanley F. Vasa, 204K Barkley Memorial Center, University of Nebraska-Lincoln, Lincoln, Nebraska 68583-0732, (402) 472-3955

6. DESCRIPTION: The project is designed to provide inservice training to secondary classroom teachers in the curriculum areas of mathematics, science, English/language arts, business education, and consumer and home economics. The focus of the inservice training is on providing skills which will enable secondary classroom teachers to better meet the educational needs of mildly handicapped students participating in their courses. The training is designated to be accomplished through a multiplier apporach. During the initial phase of the project, teachers identified as curriculum specialists/master teachers will receive training in the areas of: a. behavior and classroom management, b. mainstreaming/role of the classroom teacher and resource personnel, c. instructional strategies in the classroom, and d. adapting, selecting, and developing curriculum and materials.

Secondary Teachers

Multiplier Approach

During the second phase of the project these master teachers will participate in the development and delivery of inservice modules to secondary classroom teachers in their respecitve curriculum areas.

7. MAJOR OBJECTIVES: 1. To identify and train currimulum specialists/master teachers in mathematics, science, English/language arts, business education, and consumer and homemaking education as deliverers of inservice to secondary regular educators designed to improve instruction for handicapped students in regular secondary classrooms. 2. To provide inservice training to secondary regular educators through project prepared curriculum consultants/ master teachers delivery of inservice models. 3. To provide an ongoing addition to the inservice programs available in the state through devleopment of inservice modules, cooperation with state education training series, contributions to the state CSPD human and material resources list and documentation of project materials and results.

8. DISSEMINATION: Dissemination activities include announcement of training letters; flyers and newsletters regarding the project; project training manuals; progress and final reports; etc., offered through statewide mailings; state teacher and administrator associations; educational service units; professional organizations.

9. EVALUATION: Evaluation includes information collected through discrepancy analysis of project activities; changes in participants' knowledge and of inservice provided. Methods utilized include pre-post testing, participant surveys, employer surveys, practicum observation, and quantitative inservice data (number of inservice provided, numbers in attendance, etc.).

10. PRODUCTS: 1. Inservice Modules on: behavior and classroom management; mainstreaming role of classroom teacher and resource personnel; instructional strategies; adapting, selecting, and developing curriculum and materials. 2. Inservice training modules in the areas of mathematics, English/language arts, business education, science, and consumer and home economics. 3. 30 state-wide inservice providers. 4. Inservice training for 450 regular secondary education teachers.

Training Modules

NEVADA

STATE: Nevada

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Nevada

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.			1	1		27
Paraprof./ Aides						
Clinicians/ Therapists			1	1		9
Psychlgts.			1	1		13
Counselors			1	1		19
Physical Ed. Teach.			1	1		40
Music & Fine Arts. Teach.						
Volunteers						
Parents		1	1	1		50
School Brds.						
Teams						
Other						
Total						158

1. PROJECT NUMBER: 029CH11164
2. TITLE: Adapted Physical Education Training Project
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008102062
5. CONTACT PERSON: Frank F. Dixon, Director, Federal and Special Programs, Clark County School District, 2832 E. Flamingo Road, Las Vegas, NV 89121

6. DESCRIPTION: This three-year project beginning during the 1981-82 school year involves staff training and a community awareness campaign in the area of adapted physical education for students with handicapping conditions. Physical education teachers/specialists and certain special education teachers will paticipate in a three-credit-hour, graduate-level university course. Administrators and ancillary personnel will participate in four-hour and six-hour inservice training workshops, respectively, oriented to required supportive assistance for adapted physical education activities in public and nonpublic schools. Parents will receive approximately five hours of training on a voluntary basis to aid them in providing reinforcement of adapted physical fitness and recreational activities outside the school setting. New groups of individuals will be trained each year and follow-up activities with previous trainees will occur during the second and third project years. All training will be held after school hours and on weekends during the regular school year. The community awareness campaign will be directed toward informing the community and individuals throughout the state about adapted physical education activities.

Physical Education

Parent Training

7. MAJOR OBJECTIVES (for the 3-year project period): a) Elementary and secondary physical education teachers/specialists and certain special education teachers will demonstrate required knowledge and skills in the areas of handicapping conditions, assessment, teaching techniques, and procedural safeguards to provide appropriate adapted physical education to students with handicapping conditions. b) Elementary and secondary administrators will demonstrate sufficient understanding of the principles of adapted physical education as they relate to role definition, procedural safeguards, program characteristics, and program evaluation to enable them to support and evaluate adapted physical education programs/activities used with students with handicapping conditions in their schools. c) Elementary and secondary psychologists, school nurses, speech therapists, and counselors will demonstrate required knowledge in the areas of role definition, procedural safeguards, and program characteristics to assist them in placing students with handicapping conditions into appropriate adapted physical education activities. d) Parents will demonstrate awareness of the adapted physical education program and/or activities and related resources. e) An informal campaign will enhance local community and state awareness of the concepts and availability of adapted physical education activities.

Teaching Techniques

Self-Evaluation

8. DISSEMINATION (for 3-year project period): The audiences for which dissemination activities are planned include the community within Clark County and individuals throughout the state of Nevada. Published materials will be printed in both English and Spanish. Activities will include notices and articles utilizing District publications and local and state newspapers and magazines; development and distribution of a brochure; presentations to professional organizations and to parent-teacher groups; contact with the medical community within Clark County; distribution of project proposals and evaluation reports; and cooperative efforts with the University of Nevada at Las Vegas, the Nevada Department of Education, various organizations for handicapped individuals, and employees involved with public recreational activities.

9. EVALUATION (for the 3-year project period): Evaluative information will be collected to measure the degree of attainment of each project objective and the degree of success of the project in meeting the adapted physical education needs of handicapped students in public and nonpublic schools. Instrumentation will include observation checklists relating to trainees' successful completion of training activities and to trainees' implementation of acquired knowledge and skills; questionnaires completed by participants relating to the effectiveness of training activities, facilities, and resources; questionnaires completed by school and community members regarding awareness of concepts, resources, responsibilities, and rights; monitoring reports of project activities; and documentation relating to the characteristics of the participants.

10. PRODUCTS: The project could serve as a model for other school districts which have staff members who require additional formal training in order to more effectively meet the adapted physical education needs of handicapped students. A training design, course content, materials, and practica will be available.

NEW HAMPSHIRE

STATE: New Hampshire

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	2
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: New Hampshire

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1	1	10
Consulting Teachers	1					16
Resource Rm. Teach.						
Sp. Class Teacher	1	1	1	1	1	25
Administrators/Supvrs.	1	1	1	1	1	10
Paraprof./ Aides	1	1	1	1	1	25
Clinicians/ Therapists	1	1	1	1	1	10
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.	1	1	1	1	1	10
Volunteers	1	1	1	1	1	10
Parents	1	1	1	1	1	20
School Brds.						
Teams						
Other	1	1		1	1	80
Total						216

1. PROJECT NUMBER: 451CH00290
2. TITLE: Training of Early Childhood Developmental Teacher Consultants
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001416
5. CONTACT PERSON: Joyce T. Raicht, Antioch/New England Graduate School, 103 Roxbury Street, Keene, New Hampshire 03431, (603) 357-3122

6. DESCRIPTION: The objective of the Early Childhood Developmental Teacher Consultant (ECDTC) Program is to improve the quality and increase the supply of educational personnel capable of educating early childhood-aged children with special needs within the least restrictive environment and capable of working with their parents in the rural communities of New Hampshire, Vermont, and Northwestern Massachusetts. The earlier Developmental Teacher Consultant Program will be expanded to address the need to identify and bring services to children in the early childhood period, birth through eight years. This new component, funded for three years, will also develop and produce two multi-media training modules for use in in-service training of early childhood special needs teachers and to work with parents directly in helping them learn how to stimulate and maximize the development of their young developmentally delayed child in the home environment.

Early Childhood
Parents
Rural

The first phase of the Project involves identification of special needs populations in the target geographical area, approximately a 50-mile radius of Keene, New Hampshire. Within this area 8-10 agencies of school districts with a strong commitment to increasing services to young special needs children will be identified as cooperating agencies or districts. An experienced teacher within the community who has the skills and the community support to carry out the role of the ECDTC will be selected to participate in the program. The M.Ed. degree will be awarded on completion of the program. Successful degree candidates will be recommended for New Hampshire State Department of Education certification in general special education with an early childhood emphasis. The ECDTC will subsequently work with other teachers in their classrooms. He or she will be trained to function both as a skilled special needs teacher using a developmental approach and as a consultant to teachers in mainstreamed classrooms and parents of developmentally delayed young children. Aproximately sixteen (16) teachers will be admitted to the program each year.

The Project addresses the need to provide for rural schools with limited resources training for all personnel in the education of children with special needs 1) when there is a strong need for rapid start-up and an inadequate skill base within the schools, 2) with minimum need for the creation of new positions, 3) while maximizing the diffusion among all personnel of the critical skills on educating such children.

7. MAJOR OBJECTIVES: The primary goal of this three-year Project is to increase the number of special education early childhood teachers who are skilled in identifying and working with special needs children in the early childhood period, and their families, in the rural areas of New Hampshire, Vermont, and Northwestern Massachusetts. This will be done in a manner that is cost-effective and maximizes the number of educators and children affected within the targeted areas. At the same time, a consultative and on-going training process will be built up within these areas that will be self-sustaining with support function continually available.

Second, two training modules will be developed and made available in order to multiply the effects of the program. The modules will be 1) for use in training teachers to work with parents of developmentally delayed young children in rural areas, including a parent- training component, and 2) for training teachers in early identification of young children with special needs. Training for the ECDTC's will cover the full range of handicapping conditions, including severely handicapped children.

The objectives for the first year are to complete the design of new curriculum elements appropriate for teachers working with very young children with special needs, and with their parents; and to build an organizational and community base to link participating school systems with parents of, and agencies serving, very young children with special needs.

8. DISSEMINATION: The targeted geographical area includes rural communities of Vermont, New Hampshire and Northwestern Massachusetts within approximately a 50-mile radius of Keene, New Hampshire. School districts, agencies, teacher centers, parent groups, resource centers, teacher preparation programs, and others will be included. Dissemination will take the form of quarterly and annual reports, announcements, meetings of advocacy groups, attendance at professional meetings, special annual Project meetings, an Advisory Board, and linkage with various diffusion and dissemination projects. A main paper dealing with the knowledge gained on inservice training of teachers to assume mutiple roles in schools will be published, as well as articles in both the popular media and educational journals. The model also will be presented at regional, national, and local educational conferences.

9. EVALUATION: There will be two distinct evaluation components. First, each ECDTC will be evaluated on his/her acquisition of each of the competency areas. This procedure will be carried out by Antioch/New England as an integral part of the learning process and necessary to decisions on whether to award graduate credit and a Master's degree. Students must verify their learning of each competency area through submission of a verification document which is assessed by the appropriate faculty member. Practicum learning

1. PROJECT NUMBER: 451CH00091
2. TITLE: New England Therapeutic Recreation Integrated Inservice Training Program
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001030
5. CONTACT PERSON: Dr. Gus C. Zaso, Project Director, University of New Hampshire, Recreation and Parks Program, 227 Hewitt Hall, Durham, NH 03824, (603) 862-2391

Recreational Services

6. DESCRIPTION: The project is titled PAR (Planning Accessible Recreation) and provides inservice training for individuals providing recreational services (e.g., park managers, municipal recreators, youth agency personnel) and for individuals providing services to individuals with disabilities (e.g., special educators, group home personnel). Training focuses upon the planning and implementation of community-based recreational opportunities for individuals with disabilities. In addition the project provides follow-up support for workshop participants' demonstration programs and intensive followup training sessions for selected participants.

7. MAJOR OBJECTIVES: To increase the amount of and to improve the quality of community-based leisure and recreation opportunities for disabled individuals in New England through leadership training.

8. DISSEMINATION: Project PAR Reports have been developed and are disseminated during Project workshops, and upon request. In addition consultation is provided to agencies/individuals interested in establishing community-based recreational programs for the disabled or in conducting related training. Summative Project documents will detail the varied applications of training content by participants.

9. EVALUATION: Prior to workshop training participants complete a competency self-assessment. At the workshop knowledge and attitude assessment instruments are administered, individual training activities are critiqued, and the overall training experience is evaluated. After the workshop, participants' task force demonstration programs are monitored and follow-ups on competency self-assessment and knowledge/attitude tests are completed.

NEW JERSEY

STATE: New Jersey

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: New Jersey

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		40
Consulting Teachers						
Resource Rm. Teach.		1	1	1		40
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						80

1. PROJECT NUMBER: 451CH00031
2. TITLE: Program Assistance Grant: REGI: Mainstreaming Project for Children of Limited English Speaking Ability (MICOLESA)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000791
5. CONTACT PERSON: Ana Marie Schuhmann, Kean College of New Jersey, School of Education, Morris Avenue, Union, New Jersey 07083, (201) 527-2405

6. DESCRIPTION: This project will establish a graduate, non-degree interdisciplinary program at Kean College of New Jersey to increase the skills of educators to more effectively meet the needs of handicapped children of limited English speaking ability (LESA). The project will provide inservice training to 42 bilingual-ESL and-or resource room teachers in a one-year program to work with LESA children who are handicapped or have speech disorders.

Limited English Speaking Ability (LESA)

7. MAJOR OBJECTIVES: (1) To expand the bilingual-bicultural competence of 14 resource room teachers enhancing their instructional capabilities in dealing with LESA students in their programs. (2) To expand the competence of 14 bilingual and-or ESL classroom teachers enhancing their instructional capabilities with LESA students who have been mainstreamed into a bilingual setting having been classified as handicapped. (3) To expand the competence of 14 bilingual and-or ESL teachers enhancing their instructional capabilities with LESA students who have speech and language disorders.

8. DISSEMINATION: Materials dissemination is planned for summer, 1980.

9. EVALUATION: Each project objective is related to a participant competency. An Evaluation plan has been developed for each objective. The plan for each objective includes: information requirements, instruments (such as pre-post tests) evaluation, time schedule, analysis and report.

NEW MEXICO

STATE: New Mexico

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: New Mexico

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						

1. PROJECT NUMBER: 451AH00550
2. TITLE: Program Assistance Grant for the Department of Special Education of the University of New Mexico
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900837
5. CONTACT PERSON: Gary Adamson & Deb Smith, Univ. of New Mexico, Department of Special Education, College of Education, Albuquerque, New Mexico 87131

6. DESCRIPTION: This project has nine components, two of which address the inservice training of regular educators. The Career-Vocational Education Component (2) offers inservice training needed by regular classroom trainers who wish to become more proficient in working with handicapped children in their classes. Project Outreach (component 5) provides inservice to regular and special education teachers and administrators needing additional coursework to maintain certification. A goal of Project Outreach is to establish a consistent special education inservice delivery system for all regular educators by identifying 15 inservice trainers to be trained in using seven modules to train 900 regular educators per year.

Career; Vocational Education

7. MAJOR OBJECTIVES: (1) To establish a manpower pool consisting of teachers, administrators, and other support personnel interested in being trained as an inservice trainer for their particular regions within the state. (2) To select 15 individuals from the pool to train to use seven inservice modules. (3) To develop training packets for each of the seven modules.

Development of Pool of Trainers

Trainer of Trainers

8. DISSEMINATION: Presentations and workshops; publications.

9. EVALUATION: Grades for coursework, postcard survey to provide data on graduates' placement, position, number of exceptional children reached, survey to determine relevance of training mailed to graduates and their supervisors.

NEW YORK

STATE: New York

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	2
Mentally retarded (severe-profound)	0
Learning disabled	4
Emotionally disturbed (moderate)	3
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	4
Bilingual	4
Rural	1
Urban	4
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	6
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 7

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: New York

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	4	4	1		495
Consulting Teachers			1	1		5
Resource Rm. Teach.	1	2	1	1		14
Sp. Class Teacher		1	2	1		8
Administrators/Supvrs.	1	2	3	1	2	60
Paraprof./ Aides			1	1		35
Clinicians/ Therapists						
Psychlgts.						
Counselors	1	2	3	1		17
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents		1				80
School Brds.						
Teams				1		30
Other		1	1			15
Total						759

1. PROJECT NUMBER: 029AH10118
2. TITLE:
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001414
5. CONTACT PERSON: Francis Connor/Elaine Thompson,

Columbia University, Teachers' College, Dept. of Special Education, 525 W. 120 St., New York, New York, 10025

1. PROJECT NUMBER: 451CH00059
2. TITLE: Regular Education Personnel Training to Work With Mainstreamed Handicapped Children, Institute for Mainstreaming Inner-City Handicapped Youngsters.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001296
5. CONTACT PERSON: Janet Finell, Ph.D., Guidance and Counselling, Brooklyn Center, Long Island University, University Plaza, Brooklyn, N.Y. 11201, (212) 834-6162

6. DESCRIPTION: This project intends to train regular education teachers, counselors, and administrators to work with mainstreamed handicapped children in regular education settings. The Brooklyn Center of Long Island University, Department of Guidance and Counseling will be training educators from Community School Districts 13, 14, 16, 17, 18, 19, 20 and 23, Brooklyn, New York toward the aim of facilitating mainstreaming of handicapped pupils in those districts. The program consists of a course covering overview of the mandates of PL 94-142, curriculum, attitudes, development and implementation of the I.E.P., screening and culture-fair evaluation, working with parents, over- view of disabilities and other topics; on-site visits to participants; and monthly follow-up sessions with special educators in those districts. Training will occur during 5 Saturdays, Oct.-Dec., 1981, 6 hours each day; once a month follow-up meetings 4:00-5:30 at the Brooklyn Center, and 2 or more on-site visits by college staff to regular educators to provide consultation and supervision. Considering the large number of handicapped Hispanic children in the New York City school system, priority for training in each district will be given to bilingual educators. Since 90 percent of the special education youngsters served by the eight districts are Black or Hispanic, an important focus of the training will be the problems of the inner-city handicapped youngster.

Counselors
Supervisors

On-site Visi

Bilingual

7. MAJOR OBJECTIVES: (1) To facilitate the implementation of mainstreaming of handicapped pupils. (2) To increase knowledge, skills, and positive attitudes among regular educators regarding handicapped children. (3) To develop a base of well-trained personnel throughout eight school districts in Brooklyn which can radiate throughout those districts.

8. DISSEMINATION: The project will be disseminated throughout the eight districts through faculty meetings and parent meetings which all describe the work of the project.

A paper will be prepared for publication. Progress reports, contact with other school districts which is already underway, and reports to other departments in the college will be additional sources of dissemination.

9. EVALUATION: Regrettably, funding to support statistical analysis, computer related services, etc. has been cut. Project will be evaluated on the basis of learnings, accomplishments, effectiveness of training, and

extent to which trainees become trainers and disseminate project teaching. Logs, observations, periodic evaluation sessions will provide a means through which project objectives will be evaluated.

1. PROJECT NUMBER: 451AH00134
2. TITLE: Field-Based Inservice Training of Regular High School Staff: Responding to the Vocational and Career Needs of Urban Youth
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901257
5. CONTACT PERSON: Leo Goldman, Graduate School, CUNY, 33 West 42 Street, New York, N.Y. 10036, (212) 221-1475

Secondary
Urban

6. DESCRIPTION: This project seeks to increase the involvement of special education high school students in career and vocational development by providing inservice education for "gatekeepers" (e.g., administrator, special education coordinator, vocational chairperson) and, through a multiplier effect, to additional regular and special education teachers. In each of five urban high schools the project staff will provide workshops and consultation visits to the "work orientation team" consisting of 5 or 6 leadership personnel (the gatekeepers). Each team in turn will provide training for 50 to 60 faculty members regarding facts and feelings about handicapped students and regarding programs and procedures for optimal career development of those students.

Administrators
Multiplier Effect

Career Development

7. MAJOR OBJECTIVES: 1. To expand access of handicapped students to career and vocational development opportunities in high schools. 2. To develop a cadre of work orientation consultants (the team) from among influential members of each school's teaching and administrative staff, who will be able to continue the infusion of vocationally oriented activities for special education students throughout the school. 3. To provide a model field-based training program that is cost effective and capable of maintaining itself after the project ends.

Model Field-based Program

8. DISSEMINATION: The first level of dissemination activities will occur in the five collaborating high schools through general faculty meetings, newsletters, bulletin boards, and other methods. The second level will be in the Borough of Brooklyn through the Brooklyn High School Division and the Borough Coordinaor of Special Education. Among the 32 high schools in the borough are approximately 4,954 special education students in 380 classes. Conferences and written reports will be used for dissemination at this level. The third level will be the entire New York City public school system, which includes 100 high schools. Beyond those levels, an effort will be made to disseminate the project at conventions and through journals and other publications.

9. EVALUATION: Formative evaluation will include information regarding the quantity and quality of project activities such as demonstrations, consultations, career infusion, etc.

Summative evaluation will be accomplished by comparison of pre-project and post-project data regarding pertinent knowledge on the part of school personnel, school policy and practice, and activities pertaining to career development of handicapped students.

1. PROJECT NUMBER: 451CH00143
2. TITLE: Regular Education Inservice: Rose F. Kennedy Center-Community School District 12, Inservice Training Program for School Personnel
3. SPONSORING AGENCY: NP
4. GRANT NUMBER: G008001396
5. CONTACT PERSON: Ruth L. Gottesman, Ed.D., Rose F. Kennedy Center, Albert Einstein College of Medicine, 1410 Pelham Parkway South, Bronx, New York 10461, (212) 430-2434

6. DESCRIPTION: The project is a collaborative effort between a child development clinic within a major medical college and a community school district, both located in the Bronx, New York. The project provides training for classroom teachers and other members of the school community in the academic and behavioral management of children with learning disabilities.

Collaborative Training

Academic and Behavioral Management

The training is conducted at 3 sites: the medical college, the target schools, and the district office. Training is provided through lectures, discussions, audio-visual presentations, participatory workshops, demonstrations, observations, supervision and consultation. The content of the training includes review of P.L. 94-142 and an explanation of the handicapping conditions covered by the law, components of learning disabilities, strategies for identification, evaluation and treatment of children with school problems, and working with parents of learning disabled children.

7. MAJOR OBJECTIVES:

1. Establish an effective model of interdisciplinary inservice training in academic and behavioral management of children with learning disabilities for regular education classroom teachers, administrative and supervisory personnel and parents.

2. Develop understanding, support and commitment on the part of the entire school community for P.L. 94-142.

3. Significant and meaningful improvement in academic achievement and behavior of target children; i.e., those children identified as learning disabled who are in the classrooms of participating teachers.

8. DISSEMINATION: Public presentations at regional and national meetings about program; workshops for administrators and teachers in school district, New York City and New York State; articles and progress reports through UAF network and professional journals and School District Newsletters.

9. EVALUATION: Self-assessments by program participants, questionnaires for them to evaluate program

subcomponents, observations in classrooms by Program Staff and pre-post analysis of academic achievement and behavior of program children.

1. PROJECT NUMBER: 451CH00244

2. TITLE: Inservice Training of Bilingual Education Teachers in Mainstreaming

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008001413

5. CONTACT PERSON: John Hicks, Fordham University, Special Education Program, 113 West 60th Street, New York, NY 10023, (212) 841-5454

Field-based Inservice Bilingual

6. DESCRIPTION: This is a field-based inservice training project in District III (Manhattan). The project is targeted on regular bilingual teachers, whose native language is Spanish, but who can teach equally effectively in Spanish and English. These teachers teach primarily Puerto Rican students in "transitional programs". In such a program, part of the student's daily work is completed in English, and part in Spanish. As the student's knowledge of English increases, more of the classroom work is performed in English. Many bilingual Spanish/English children in New York are handicapped. The city's regular tests are not sensitive enough to show whether the child is mildly handicapped or simply does not know enough English to do well on the test. Regular teachers who are licensed as bilingual teachers are being trained by this project to spot handicapped children in their classrooms. They are provided with concrete information and techniques for ascertaining whether students are handicapped. There is periodic feedback between the teachers and the trainers.

7. MAJOR OBJECTIVES: To train regular teachers to identify (1) mildly handicapped students who can be mainstreamed into the regular classroom and (2) severely handicapped students for placement in an already-existing special education program run by the city. Also, to evaluate children in their native language.

8. DISSEMINATION: none

9. EVALUATION: There is a "feedback loop" from the eighteen teachers being trained in the program. Teacher training continues throughout the year. In December and June, an analysis of the program takes place. At these times, teachers are asked about the appropriateness of their training to date and are encouraged to offer suggestions about areas which still ought to be covered in their training. Teacher input and reactions are extremely important in the program.

1. PROJECT NUMBER: 451CH00128
2. TITLE:
3. SPONSORING AGENCY: Other
4. GRANT NUMBER: G008001013
5. CONTACT PERSON: John C. Iannone, Flight Attendant
Volunteer Corps, Young Wings USA Prog.,122 E.42nd St.,
Room 1725, NY 10017 (212) 869-8837

1. PROJECT NUMBER: 451CH00144
2. TITLE: Demonstration and Evaluation of an Inservice Program to Facilitate Mainstreaming in Rural, Secondary Schools
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001397
5. CONTACT PERSON: Carol Nogy, 257 Faculty Office Building, SUNY - Brockport, Brockport, NY 14420, (716) 395-2675 and 395-2528

6. DESCRIPTION: During the past three years, a B.E.H. funded planning project, known as the I.S.D. Project (Inservice Design), was conducted in cooperation with rural public schools and intermediate agencies in the Batavia, New York region. The I.S.D. Project was designed to investigate inservice models or delivery systems that would lead to reconceptualizing inservice teacher education, so that appropriate linkages and full utilization of university, school and community resources could aid regular educators in attaining competencies which would enable them to deal appropriately and effectively with children who happen to be handicapped.

Rural

Our investigations of both inservice needs and alternative delivery systems for rural schools have led to this proposal for demonstration and evaluation of a system(s) that would impact on regular educators and ultimately on the handicapped students mainstreamed in their programs. Further, our investigations suggest the following priorities:

(1) Immediate attention to the critical needs of secondary school personnel who seem least prepared to program for the handicapped adolescent placed in a regular education setting. These needs include knowledge, skill and in many cases attitudes.

Secondary

(2) The need for current, consistent and continuous inservice programs for these rural areas without major increases in budget costs; and

(3) The need for a coordinated management plan and support system for inservice programming and personnel.

Consequently, the inservice proposal, known as the I.S.D. '80' Project will consist of two main elements. They are: (1) Personnel Preparation and (2) Support System(s) Development.

This new regular education inservice project will bring together university, public school and area agency personnel and resources, to design and deliver summer institutes, training seminars and coursework that will culminate in the following:

Summer Institutes

(1) The development and preparation of an inservice management team, consisting of

Management Teams

educational personnel (e.g., secondary level teachers, guidance personnel and secondary administrators).

This team will receive professional preparation in the design and implementation of inservice programs for rural secondary schools that mainstream handicapped students.

(2) The identification and preparation of inservice instructors in relevant areas of the adolescent handicapped (e.g., federal legislation, curricular design, exceptional development, career needs, characteristics/expectations,etc.)

These instructors will receive professional preparation in the areas of motivation, content and methodology of instructing the adult learner (peers, teachers, administrators) in the project schools.

(3) The development of a support system that would encourage and manage consistent and continuous inservice programming to secondary schools and their mainstreaming efforts.

The support system will include regional personnel and resources that would offer technical assistance to the project schools and their staff.

Personnel, who are prepared via the new I.S.D. '80' Project, would be expected to do the following:

(a) Function as the inservice leaders within their respective schools, or as a team member in larger districts; responsible for the design and management of yearly inservice programs impacting on secondary, handicapped youth, and,

(b) Function as inservice instructors in rural schools that need current, critical information regarding effective programming for the adolescent handicapped.

The significant element of this proposal is that it focuses on the delivery and organization of onsite inservice systems to secondary regular educators in rural schools, geographically distant from universities.

7. MAJOR OBJECTIVES: Specific concerns to be addressed by the I.S.D. '80' Project are as follows:

(1) Implanting cost-effective systems of delivering inservice, given the constraints of geographical isolation and transportation barriers.

(2) Replicating inservice models or programs, given the "individual uniqueness" of each rural school and staff.

(3) Identifying mobile personnel who could offer "middle-level management" skills to the secondary staff given the fact that most rural schools operate without the benefit of appointed curriculum committees or intact Inservice Teams.

(4) Utilizing existing human resources to perform "multiple" roles, given the scarcity of training for such purposes as well as the reality of staff overload.

(5) Implanting a comprehensive support system of agencies, personnel and resources, given the fact that the Batavia, New York Region is fortunate in having such resources available but has no existing management scheme to coordinate and disseminate these vast amounts of assets.

(6) Creating innovative alternative methods of staff development in the area of "Students with Special Needs," given the "entrenchment" of staff members with tenure, graduate degrees, fifteen plus years of teaching experience, low mobility, etc.

(7) Designing and implementing curricular options as they pertain to the handicapped learner at the junior/senior high levels especially in career planning, given the barriers of lower socio-economic levels and minimal job opportunities in rural communities.

(8) Creating "job-embedded" inservice programs so that schools, school boards and communities realize a "pay-back" investment for their tuition waivers, released time, etc., given the rules and regulations of teachers' unions, state education certification requirements, etc.

(9) Developing intra/inter university inservice training programs that are

ongoing, on target and on task, given the barriers of departmentalization and professor vs. classroom teacher input.

(10) Coordinating successful consortia efforts, via manageable organizational structures, given the barriers of distance, number of pupils to be served, and number of teachers needing inservice, institutional changes, educational changes, etc., (For example, the college has already entered into consortia arrangements with the local Boards of Cooperative Educational Services and the City School District).

8. DISSEMINATION: Dissemination activities include a monthly newsletter, presentations at local, state and national meetings, progress reports, inservice programs for six counties, network efforts with NIN, NRP, Dissemination, OSE, ISD '80' training courses, etc.

Newsletter

9. EVALUATION: DEM Model will be used. Evaluation instruments include: surveys, interviews, course evaluations, questionnaires completed by trainees, school administrators, regular teachers project schools, and ISD '80' staff persons.

DEM

NORTH CAROLINA

STATE: North Carolina

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	2
Mentally retarded (severe-profound)	2
Learning disabled	3
Emotionally disturbed (moderate)	3
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	0
Deaf or hearing impaired	2
Speech impaired	2
Full spectrum of disabilities	4

Special Populations	Number of projects
Minority	4
Bilingual	1
Rural	3
Urban	3
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	5
State education agencies	0
Intermediate education unit	0
Local education agencies	2
Others	0

Total: 7

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: North Carolina

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	5	3	3	3		483
Consulting Teachers	2	1	1	2		19
Resource Rm. Teach.	2	2	2	3		29
Sp. Class Teacher	2	1	1	2		29
Administrators/Supvrs.	2	1	1	2	3	185
Paraprof./ Aides	2	1				97
Clinicians/ Therapists	1	1	1	1		5
Psychlgts.						
Counselors			1	1		5
Physical Ed. Teach.	1	0	1	2		16
Music & Fine Arts. Teach.						
Volunteers	1	1			1	55
Parents	1	1	1	1		5
School Brds.						
Teams						
Other					1	150
Total						1078

1. PROJECT NUMBER: 029CH10596
2. TITLE: Inservice Training of Recreation Personnel in Community Recreation Agencies and Therapeutic Recreation Personnel in Treatment/Rehabilitation Agencies Working Toward Community Development
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008102082
5. CONTACT PERSON: Charles C. Bullock, Curriculum in Recreation Administration, University of North Carolina at Chapel Hill, 205 Pettigrew Hall 058A, Chapel Hill, NC 27514

6. DESCRIPTION: The purpose of this project is to provide in-service training opportunities to general community recreation personnel who are currently working in municipal and/or rural recreation departments and to recreation personnel currently working in treatment/rehabilitation settings. These opportunities will orient, sensitize, and provide the skills and abilities to plan, implement, and evaluate recreation/leisure opportunities for handicapped persons already in community settings and toward individuals in institutions who are being prepared for eventual return to the community and a more normalized life. The ultimate goal of the project is to enhance the quality and availability of wholesome and enriching play and recreation experiences in order to afford handicapped individuals the opportunity to maximize their abilities and to participate in the mainstream of family and community life.

Community Recreation Personnel

7. MAJOR OBJECTIVES: This project has identified four (4) primary objectives directed at increasing the quantity and quality of recreation services available to handicapped persons in the state of North Carolina and its surrounding states: (a) To develop and provide basic in-service training and continuing education opportunities for general recreation personnel currently working in municipal and county departments in order to ensure that the recreation/leisure needs of handicapped individuals are provided in the least restrictive environment; (b) To update the skills of personnel currently working in special populations programs in municipal and county departments through the provision of in-service training and continuing education opportunities; (c) To develop and provide basic in-service training and continuing education opportunities for therapeutic recreation personnel currently working in treatment/rehabilitation settings in an effort to assist handicapped individuals to make a speedy and effective adjustment when moved back into a community setting; (d) To develop a resource and training manual for distribution to workshop participants both locally and nationally, at cost.

Resource/Training Manual

8. DISSEMINATION: The project intends to train all levels of recreation personnel in County and Municipal Recreation Agencies in the state of North Carolina. In addition, service delivery personnel from a variety of other recreation agencies (i.e., YM/YWCA, Boy/Girl Scouts, etc.) will also be a part of the target audience. Information will be disseminated through four (4) regional workshops in North Carolina. It is expected that 50 people will receive training at each workshop or a total of 200 for all four workshops. All workshop participants will receive a copy of a resource manual to augment the information received from the inservice training. The resource manual will also be available to other professionals both in North Carolina and nationally at cost.

9. EVALUATION: The immediate session will be evaluated in relation to session content objectives and enabling objectives by the workshop participants and members of the workshop committee attending particular workshops. An instrument will be developed by project staff which will be disseminated, completed, and collected at the closing session. An attempt to evaluate the usefulness of the resource manual will be made by a mailed questionnaire to each participant to determine frequency of use and appropriateness of materials. The measures employed will reflect the perceptions and attitudes of the participants as indicated in these responses to the questionnaire. In addition to individual participants, other staff who work with the newly trained recreator will be asked to provide evaluative input regarding his/her perceived effects of the training workshops.

10. PRODUCTS: Comprehensive resource manual for workshop participants. The manual will also be available at cost to other interested professionals upon request.

1. PROJECT NUMBER: 451AH00329
2. TITLE: Regular Education Inservice: Project Enlightenment Training Program
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G007901315
5. CONTACT PERSON: Alice Burrows or Charles Kronberg, Project Enlightenment, 501 South Boylan Avenue, Raleigh, North Carolina 27607, (919) 755-6935

6. DESCRIPTION: Project Enlightenment is an early intervention and prevention program which offers mental health and education services to young children (birth-six), their parents, and teachers. The OSE Funded Training Program offers regular preschool (kindergarten, day care, nursery school, etc.) teachers, aides, and administrators intensive training to enable them to identify children with handicaps and to plan and implement individualized programs for these children in regular educational settings. The major training modality is Intensive Educational-Training Experiences (IETE's) which combine didactic courses with classroom-based case and program consultation. Examples of IETE's offered are "Working with Speech and Language Delays in the Regular Preschool Program"; "Movement Education for Preschool Children"; "Including the Handicapped Child." A small amount of funding is also provided to develop a comprehensive training program to include all professional and support personnel working with young handicapped children in Wake County.

Early Childhood

Aides
Administrators
Classroom Teachers

7. MAJOR OBJECTIVES: To upgrade and expand a quality, practical, cost-effective, field-based inservice training program which will enable Wake County regular classroom teachers and support personnel who work with children under six to: (1) Better identify handicapped children (2) Plan individualized programs for them (3) More effectively teach those handicapped youngsters they serve. To formalize a comprehensive plan for the implementation of a multi-faceted, inter-agency coordinated training program to train relevant target populations serving handicapped children birth through six such as additional teachers, paraprofessionals, parents and volunteers.

Field-based

8. DISSEMINATION: Dissemination activities include: (1) informing potential trainees of opportunities available to them through Project developed brochures, the Project Enlightenment Newsletter, School System Newsletter, etc.; (2) public education through ongoing Project Enlightenment activities; (3) presentation at local, regional, and national meetings; (4) participation in OSE dissemination networks.

Newsletter

9. EVALUATION: Evaluation includes two standard evaluation forms used for every IETE offered and additional competency-based evaluation individualized for each IETE offered.

Competency Based

1. PROJECT NUMBER: 451CH00596
2. TITLE: Regular Education Inservice: Northeastern North Carolina Rural Inservice Training and Outreach Project
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000947
5. CONTACT PERSON: Dr. Vernon L. Clark, Elizabeth City State University, Box 33 - Elizabeth City, North Carolina 27909 (919)335-3420

6. DESCRIPTION: During the Fall of 1981, the Project will enact its regular delivery strategy which includes in-service training sessions based on assessed needs of K-12 teachers. During 1982, the second semester, the Project will introduce a delivery strategy that is more de-centralized. Each of the participating school systems will present to the Project a prioritized listing of needs that were not amenable to treatment through in-service training workshops/on-site technical assistance. These prioritized needs will be addressed on a system-by-system basis using strategies that may transcend workshops, lectures, etc. In cooperation with each system, individualized strategies will be used to address individual system needs. Collaboration between and among school systems will allow a system to enjoy the particular training activities of any other system.

Rural K-12

Needs Assessment
Instrument SAMS

7. MAJOR OBJECTIVES: A. To provide needs-based inservice training that can enhance the skill/competency levels of public school teachers. B. To provide individualized on-site outreach assistance to those personnel involved in the inservice training activities. C. To provide, in direct cooperation with the Regional Coordinators of the North Carolina Department of Public Instruction, specialized training experiences for policy-makers/decision makers who are not involved inthe Project's practitioner-oriented inservice training component.

8. DISSEMINATION: The Project disseminates (a) through presentations at state, regional, and national meetings and conferences, (b) through information clearinghouses such aa the ERIC system and CEC, (c) through the consultative requests made of the teachers and others who have been trained by the Project, (d) through a Project-developed mailing list and affiliation with the National Inservice Network.

9. EVALUATION; Evaluation procedures include the following: (a) the target group's ability to document their abilities to apply skills/competencies; (b) mastered as a consequence of Project participation; (c) monitoring of the Project by a designated Instituitonal Monitor (the Vice Chancellor for Academic Affairs); (d) documentable reporting on the observations of the weekly on-site outreach visits to each participant;

(e) Project conducted "MBO" activities; (f) a third-party evaluation conducted by a three member team of non-project personnel; (g) periodic evaluation by the participating teachers.

1. PROJECT NUMBER: 451CH90737
2. TITLE: Regular Education Inservice: Project IMPACT (Inservice Management Plan for Assisting Classroom Teachers)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901164
5. CONTACT PERSON: Dr. Cathy Crossland or Dr. Ted Hasselbring, 402 Poe Hall, North Carolina State University, Raleigh, NC 27650, (919) 737-3221.

6. DESCRIPTION: The purpose of Project IMPACT is to provide inservice training to regular education teachers serving handicapped children in North Carolina. The system of training will include: a) the assessment of individual regular education teachers to determine teaching skills which need to be developed, b) the use of individual training profiles to record teacher competencies and training activities, c) the development of a series of multi-media inservice training modules to be prescriptively used with regular education teachers and d) the use of a multiplier training model to meet the inservice training needs of large numbers of regular education teachers serving handicapped children.

Multi-media inservice modules

The trainers will be members of selected school-based assistance teams who will be given release time during the school day to attend training sessions at NCSU. They will return to their faculties as trainers to offer the modularized training to those who need to upgrade their skills in that area.

Multiplier-effect

7. MAJOR OBJECTIVES: 1) To select a comprehensive set of special education teaching competencies for regular education teachers serving handicapped children. 2) To develop and conduct an assessment of special education teaching competencies for regular education teachers serving handicapped children. 3) To develop a series of teacher training modules for the purpose of inservice training of regular education teachers. 4) To develop a multiplier training system using multi-media training modules and existing school-based assistance teams throughout target counties in North Carolina. 5) To evaluate the effectiveness of Project IMPACT activities on the teachers trained.

8. DISSEMINATION: It is anticipated that Project IMPACT activities will be expanded throughout Wake County, North Carolina.

Results of project activities will also be disseminated through professional journals and meetings.

9. EVALUATION: Teacher questionnaire data and structural interview data will be gathered from selected teachers participating in the project. Data will include: teacher questionnaries on the effectiveness of the modules, structured interviews of teachers and teacher trainers following training, and systematic observation of teachers working with students after receiving training using the modules.

1. PROJECT NUMBER: 451CH00510
2. TITLE: Inservice Regular and Resource Teacher Program
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000396
5. CONTACT PERSON: Dr. Octavia B. Knight/Dr. Cecelia Steppe-Jones, North Carolina Central University, Fayetteville Street, Durham, North Carolina 27707, (919) 683-6478

6. DESCRIPTION: This project is field based and designed to enable trainees to gain competence in the area of administering a resource room program. The inservice teacher gains additional knowledge and skills to augment experiences; and the administrator or coordinator of Special Education strengthens his-her proficiency in the area of resource room programs. For the regular classroom teacher, the main purpose is to introduce the concept of resource room programs and suggest ways such programs can benefit normal and exceptional children who remain in regular classess. The project coordinator assumes the major responsibility for the direction and guidance of the project. Graduate students assist with the technical aspects of module implementation. A committee consisting of regular and resource teachers serve in an advisory capacity to assist the university faculty with all phases of the project.

Resource Room Programs

7. MAJOR OBJECTIVES: (1) To train resource teachers as instructional and supportive persons for regular teachers. (2) To assist regular teachers in procedures and techniques for meeting individual student needs. (3) To effect change in regular teachers' attitudes toward exceptional children. (4) To familiarize inservice trainees with the organization of, and materials associated with the resource room. (5) To develop among teachers more positive attitudes toward their role in the education of children with special needs. (6) To minimize the communication gap between the resource teacher and the regular class teacher.

8. DISSEMINATION: Information pertaining to the project is disseminated in the Inservice Newsletter, the NCCU Newsletter, local and national newspapers and local radio news. A memorandum announcing the program is sent to school systems in the geographical region, and announcements are made at faculty meetings and assemblies.

9. EVALUATION: An evaluation methodology includes: (1) Conference with participants to determine the degree of involvement and identify areas needing clarification. (2) Knowledge test based on information obtained from the lectures and supplementary materials. (3) Participants maintaining a log of activities on weekly basis. (4) Participants completing a pre and post attitude inventory. (5) Post-training session reactions evaluated by a specially designed survey. (6) A post-training and reporting group to

review proceedings, report highlights, prepare and compile an evaluation report.

10. PRODUCTS: The thirteen modules devised for the training program are available upon request for use in appropriate college, university, or inservice training courses.

1. PROJECT NUMBER: 451CH00547
2. TITLE: Regular Inservice Education: LEA Regular Teachers (and other personnel) Educated to Serve Handicapped Youngsters in Least Restrictive Environment
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G007901005
5. CONTACT PERSON: Jo White, Reidsville City Schools, 920 Johnson Street, Reidsville, N.C. 27320, (919) 342-4201

6. DESCRIPTION: The Reidsville City School System, a small local educational agency located in Reidsville, North Carolina, is working to provide comprehensive educational programs of quality practices to meet the needs of its nearly five thousand students in the most appropriate manner. Most particularly the LEA is committed to providing inservice education for regular teachers (and other personnel) to better serve handicapped youngsters in the least restrictive environment. This project will provide inservice education based on individual need as analyzed from "A Measure of Perceived Strengths and Needs for Inservice Education in Order to Better Serve Handicapped Youngsters." The overall project design includes a structure built on Basic Roles/Tasks/Competencies. Inservice education will include workshops, demonstration, inclass assistance, site visitations and conference attendance. The workshop format will involve one full year of intense inservice, one year of follow-up and one year of support and maintenance.

Quality Practices

Basic Roles/Tasks/Competencies

7. MAJOR OBJECTIVES: (1) Identify and plan for inservice education needs of regular classroom teachers (and other personnel) through formal and informal assessments of individual and collective strengths and weaknesses as it relates to working with handicapped youngsters in the least restrictive environment.

(2) Utilize certified special education personnel as a cadre of trainers thus creating an expanded role function for specialists and enhancing professional development.

(3) Develop programs using specialists and consultants from institutions of higher education, other service agencies, the private sector, and the local, regional, and state educational staff in a cooperative inservice education endeavor.

(4) Develop awareness, knowledge and skills in currently employed regular classroom teachers (and other personnel) to help them better serve the needs of handicapped youngsters.

(5) Coordinate Office of Special Education, Division of Personnel Preparation Project efforts to on-going Reidsville City Schools' activities and the innovative staff development program already in progress.

8. DISSEMINATION: Dissemination includes a sound internal communication system which provides frequent feedback to participants, system administrators, the Board of Education and the public. All project participants will receive a project produced material, "A Guide for Regular Teachers to

Serve Handicapped Youngsters in the Least Restrictive Environment." Regional and State dissemination are facilitated through the Division of Exceptional Children's publications and presentations. National dissemination is facilitated by the National Inservice Network's services.

9. EVALUATION: Evaluation includes components for program management and program effect. Pre and post tests will be used to measure change in perceived needs for inservice education. Unobtrusive measures will be used to assess improvement in effective and efficient referrals, participation by regular teachers on school-based committees, IEPs, student performance in regular classes.

1. PROJECT NUMBER: 451CH00638
2. TITLE: Regular Education Inservice: The TAMEC Project: A Three Phase Program for Preparing School Administrators
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000951
5. CONTACT PERSON: Dr. William K. Wiener, Director, TAMEC Project, Lenoir-Rhyne College, Hickory, North Carolina 28601, (704) 328-1741, Extension 273

6. DESCRIPTION: It is the intent of the TAMEC Project to provide school administrators with an on-site preparation program designed to assist them in gaining competence to plan and implement programs for exceptional children in their schools. To accomplish this, the following assumptions have been made

On-site

a. The problem of providing adequate and appropriate services for exceptional students cannot be solved by adopting a single special personnel utilization model or school organizational plan that will be implemented in all schools in a district. There are no panaceas.

b. A diagnostic-prescriptive model used to provide individual educational services to students must be applied to individual schools, with plans to implement P.L. 94-142 fashioned to meet the needs of the particular school's pupil population, staff, and community.

c. If programs for exceptional children are to be successfully implemented, they must be built on the foundation that presently exists in a school. Existing staff competencies, current programs and perceptions of school-community relationships must be taken into account if a new program is to have a lasting effect.

The preparation program for administrators includes three phases.

PHASE I - Awareness and Skill Acquisition: This phase is concerned with giving principals competence in collecting and interpreting data about their school and community to form a basis for formulating an Individual School Plan (I.S.P.) for meeting specified goals and objectives during the following six months.

PHASE II - Application: During this phase, individual and small group consultation will be offered to principals as they implement their I.S.P.s.

PHASE III - Follow-up: Consultation and technical assistance at the request of the principal will be delivered during this phase. Assistance in implementing the Sweetwater Plan (an in-service program for regular classroom teachers to meet the needs of the handicapped developed by TAMEC) will be given during this phase.

In-class Activities, Follow-up and Consultation

During the development, field testing and validation of the program, attempts will be made to involve all principals from particular school districts. Thus, a district wide approach will be used to be complemented by individualized adaptation to the principals within the district.

The following time frame will be utilized:

1980-81:	Development of Processes and Materials for PHASES I and II.
1981-82:	Field testing and validating PHASES I and II.
1982-83:	Testing facilitators' materials and dissemination activities.

7. MAJOR OBJECTIVES:

A. To provide school administrators with a validated, cost-effective, on-site program that will assist them in providing quality programs for handicapped children.

Cost-effective Programming

B. To provide school districts with a comprehensive preparation program that may be implemented by school and district personnel.

8. DISSEMINATION: Dissemination channels will include the eight regional educational centers in North Carolina, regional, state and national meeting presentations, and periodic newsletter-type communications with area school districts.

Efforts will be made to work with N.I.N. and The Dissemination Project on formulting dissemination plans.

9. EVALUATION: The evaluation of the project will include a comparison of the results of periodic administrations of base-line data gathering instruments in individual schools, as well as an analysis of the discrepancy between the originally formulated I.S.P. with observable results at six month intervals in each participating school.

NORTH DAKOTA

STATE: North Dakota

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	1
Urban	0
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: North Dakota

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1		387
Consulting Teachers						
Resource Rm. Teach.	1	1	1	1		48
Sp. Class Teacher	1	1	1	1		48
Administrators/Supvrs.	1	1	1	1	1	72
Paraprof./ Aides						
Clinicians/ Therapists					1	3
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other	1	1	1	1	1	198
Total						756

1. PROJECT NUMBER: 029AH10680
2. TITLE: Regular Education Inservice
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000573
5. CONTACT PERSON: Shelby J. Niebergall, Department of Public Instruction, State Capitol, Bismarck, ND 58505-0164, (701) 224-2277

6. DESCRIPTION: This proposal describes a statewide plan to meet special training needs of a sparsely populated state with regards to improving service delivery to the handicapped. The inservice component of the Department of Public Instruction proposal had four major target areas: (a) education techniques for mainstreaming handicapped children in the least restrictive environment, (b) planning of a comprehensive program to better meet the vocational needs of handicapped learners, (c) effective training of paraprofessionals, and (d) training of child study teams in pre-referral intervention skills. The activities proposed are essentially requests from LEAs and do specify needs assessment, training objectives, and activity evaluation.

Rural
Vocational
Education

7. MAJOR OBJECTIVES: (a) to provide additional skills to regular elementary and secondary educators to accommodate and plan for handicapped learners in the classroom setting; (b) to develop system for special education program personnel and vocational educators to cooperatively plan and implement vocational programming; (c) to train paraprofessionals in the areas of health care needs and behavior management techniques.

Paraprofessional
Training

8. DISSEMINATION: None available.

9. EVALUATION: Each training activity has an evaluation strategy depending on the activity.

OHIO

STATE: Ohio

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	3
Mentally retarded (severe-profound)	1
Learning disabled	4
Emotionally disturbed (moderate)	3
Emotionally disturbed (severe)	1
Orthopedically impaired	2
Blind or sight impaired	3
Deaf or hearing impaired	3
Speech impaired	2
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	2
Urban	2
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	5
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 5

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Ohio

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	3	2	3		250
Consulting Teachers						
Resource Rm. Teach.		1	2	3		35
Sp. Class Teacher		2	2	2		70
Administrators/Supvrs.	1	1	2	3	3	94
Paraprof./ Aides	1					6
Clinicians/ Therapists		1	1	2		30
Psychlgts.			1	2	1	40
Counselors				1	1	35
Physical Ed. Teach.				1		2
Music & Fine Arts. Teach.				1		60
Volunteers				1	1	100
Parents				1		60
School Brds.						
Teams						
Other					1	30
Total						812

1. PROJECT NUMBER: 451CH00301
2. TITLE: Regular Education Inservice: NEW DIMENSIONS: Inservice Training of Regular Early Childhood Educators-Preparation and Support for Work With Young Handicapped Children in Regular Classrooms
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001000
5. CONTACT PERSON: Gayle Clapp, Elizabeth Johnston, Mary Link, or Kathy McMahon, 109 McGuffey Hall, Miami University, Oxford, Ohio 45056, (513) 529-4701

6. DESCRIPTION: This project is designed to provide inservice training and consultation support to regular early childhood education teachers in techniques and strategies for meeting the needs of preschool-aged handicapped children and their parents in an integrated environment. The inservice training subcomponent will consist of approximately 9 one-half day workshops for at least 40 early childhood educators from Butler County child care centers. The workshop participants will be provided with both general and specific information and learning experiences relative to planning for and interacting with the handicapped child in a normal classroom environment. The workshops will focus on such topics as IEP development; identification of handicaps; planning strategies which minimize the effects of handicapped children in a regular class; and methods for supporting parents of both handicapped and non-handicapped children.

Eary Childhood Teachers

Workshops

The consultation subcomponent will provide teacher participants with individualized and/or group consultation related to specific classroom concerns. Consultation services will be provided in the form of personal contacts between the teachers and project staff, resource materials, reading lists, and referral services.

Consultation Services

7. MAJOR OBJECTIVES:

(1) To provide regular early childhood teachers with specific knowledge and skills regarding identification of handicapping conditions, planning strategies for mainstreamed classes, assessment and support for parents.

(2) To provide additional support for participating teachers through individual and/or group consultation services provided by by the project staff.

(3) To improve teachers' attitudes regarding handicapped children and mainstreaming as a viable educational alternative.

(4) To encourage early childhood teachers to begin working cooperatively with other teachers and related service personnel as

advocates for children.

8. DISSEMINATION: The project expects to provide training for at least 40 early childhood teachers. Information about the goals, purposes, training and consultation services offered by the project is being disseminated to local agencies and associations concerned with providing quality care for young children through telephone contacts, attendance by staff members at association meetings, etc.

Project staff are making personal visits to child care centers in the county to discuss present and projected inservice and consultation needs.

Evaluation instruments are listed with NIN for dissemination to all interested parties.

9. EVALUATION: Evaluation will consist of both formative and summative evaluation processes to: (1) monitor program development/implementation; (2) assess workshop and consultation success on individual and overall effectiveness; (3) assess knowledge and attitudes of teachers regarding handicapping conditions and mainstreaming.

1. PROJECT NUMBER: 451CH00240
2. TITLE: Inservice Training for School Administrators and Special and Regular Teachers of Mildly Handicapped Students in Elementary and Secondary Schools
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000792
5. CONTACT PERSON: John O. Cooper, and/or Sandra McCormick,
356 Arps Hall, The Ohio State University, Columbus, Ohio 43210
(614) 422-8789
6. DESCRIPTION: This project intends to train personnel to improve education services in the following areas: 1)inservice for administrators to provide strategies for facilitating cooperative program planning between teachers of the mildly handicapped and regular classroom teachers; 2) inservice for teachers of mildly handicapped students to train them to serve in a consultant role with regular classroom teachers; and 3) inservice for elementary and secondary teachers who are or will be working with mildly handicapped students within a regular classroom setting. Training will be specifically related to the major principle of P.L. 94-142 which provides regulations in regard to educating handicapped in the least restrictive environment.
7. MAJOR OBJECTIVES:
   A. Identification of problem areas for each of the three inservice workshops will be specified and selected through use of social validity procedures.
   B. Instructional activities and materials for use in accomplishing inservice objectives will be developed based upon the validated problem areas.
   C. Inservice programs developed through applied activities will be conducted.
   D. Supervision of and consultation to teachers engaged in follow-up activities assigned at conclusion of the inservice program will be provided.
8. DISSEMINATION: The project intends three levels of dissemination: throughout Franklin County, the state of Ohio, and appropriate regional resource centers. Dissemination activities include direct observation of intervention; public presentations at regional and national meetings; progress reports to The Ohio State University Research Foundation, the Bureau of Education for the Handicapped, and school districts within Franklin County, Ohio; and inservice opportunities at the district and/or local school level.
9. EVALUATION: Specific measures and an overall evaluation design will be used to administer, collect and analyze all data. Summative evaluation of the training will be conducted to analyze the inservice programs. Such variables as relevance, interest, pace of instruction, participation, accommodations and other factors will be included. Interaction between project staff and participants following training sessions will provide direct evaluation of the performance of inservice training graduates.

1. PROJECT NUMBER: 451CH00040
2. TITLE: Mainstreaming in the Elementary Schools
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001385
5. CONTACT PERSON: Dr. Karen Hater, Joseph Building
Xavier University, Cincinnati, Ohio 45207, (513) 745-3655

6. DESCRIPTION: An intensive two week summer workshop on mainstreaming was provided for 40 participants (regular and special education teachers, administrators) followed by 2 follow-up workshops and visits to the schools by the professional staff during the subsequent school year. Twenty-five Cincinnati schools will participate during the three-year program. The local Teacher Center and the Special Educational Regional Resource Center are active participants in the program.

Summer Workshops

Urban

7. MAJOR OBJECTIVES:

(1) To provide workshop participants with opportunities to improve their awareness of the physical, intellectual and or social differences of handicapped children to improve their ability to deal with those differences, and to convey these feelings to non-handicapped students.

(2) To provide workshop participants with classroom management techniques to improve their opportunities to successfully mainstream handicapped children in their regular classrooms.

(3) To provide workshop participants the opportunity to learn about methods and materials to facilitate successful mainstreaming of handicapped students in the regular classroom.

(4) To provide workshop participants the skills in planning, utilizing, monitoring, and reporting information on records for handicapped children mainstreamed in the regular classroom.

(5) To provide workshop participants the opportunity to learn all the resources and school personnel available to help them successfully mainstream handicapped children in the regular classroom.

8. DISSEMINATION: Participants will demonstrate mainstreaming techniques to faculty members in their building. The Cincinnati Area Teacher Center and the Special

Teacher Center and Regional Resource Center

Educational Regional Resource Center will offer workshops on mainstreaming using participants as resource people.

9. EVALUATION: Evaluation includes the measurement of attainment of objectives and sub-objectives (pre-post attitude surveys and measures of knowledge) by participating teachers and administrators.

1. PROJECT NUMBER: 451CH00070
2. TITLE: Regular Education Inservice (Comprehensive Vocational Education for All Handicapped Persons: Inservice Support for Transition from Education to Work)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000942
5. CONTACT PERSON: Lorella McKinney, Ph.D., National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, (614) 486-3655

6. DESCRIPTION: This project is designed to prepare local personnel for providing collaborative team support for handicapped individuals enrolled in secondary and postsecondary vocational education programs. Inservice emphasis is supporting students in transition from school to work. Inservice activities will be presented in a practicum format designed to prepare key persons already in school-community roles in areas relative to specifying and implementing cooperative/collaborative responsibilities of persons in providing team support for handicapped students.

Collaborative Team Support
Secondary, Postsecondary Vocational Education
Practicum Format

7. MAJOR OBJECTIVES: (1980-1981) The principal objective is to provide handicapped persons enrolled in secondary and postsecondary vocational education programs the opportunity to experience a successful transition from education to work through inservice preparation of a collaborative school-community team of persons. There are several subordinate project objectives identified to enable the development of draft inservice materials for field testing in other sites. These are to

a. develop and implement practicum preplanning procedures

b. provide individualized comprehensive supportive services for secondary and postsecondary handicapped students enrolled in vocational education programs

c. develop the needed awareness, knowledge, understanding, and performance skills of the collaborative team members/participants relative to providing individualized comprehensive supportive services to the students, and to meeting employer needs and expectations

d. develop draft inservice transportable model/materials for replication and evaluation, and

e. field test model/materials for replication and revision

f. initiate dissemination/utilization activities

8. DISSEMINATION: The training components referred to above will involve the students themselves, vocational educa-

tion and special education teachers, prospective employers, vocational rehabilitation personnel, parents/ spouses, and other supportive service school-community persons as appropriate.

9. EVALUATION: (1980-81) The evaluation methodology consists of the following types of activities:

a. Pre/post-tests administered to handicapped participants to measure change in knowledge of employer needs

b. Ratings provided by employers of handicapped person's skills in meeting employer needs

c. Pre post-tests administered to support personnel to measure increase in knowledge about handicapped persons and work

d. Ratings of effectiveness of practicum support experiences and proficiency of support service ability by handicapped participants

e. Observations by all collaborative team participants

f. Logs maintained by coordinators and handicapped participants concerning reactions, problems, recommendations relative to total delivery of program.

1. PROJECT NUMBER: 451CH00185
2. TITLE: Regular Education Inservice: Liaison Model
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G00007701291
5. CONTACT PERSON: Dr. John van Duyne, Department of Special Education, Bowling Green State University, Bowling Green, OH 43403, (419) 372-0151

6. DESCRIPTION: Each year 14 to 20 regular education inservice training programs will be offered which will train approximately 180 classroom teachers, 40 administrators, and 30 counselors. While offering the inservice course, a liaison model for inservice programs will be implemented which interfaces the resources of the University with local, county, and regional educational agencies. The targeted areas are 23 counties (urban, suburban, rural) in North-Northwest Ohio which have a student population of 390,000 and a handicapped student population of 33,000. The liaison model requires analysis of State's Comprehensive System for Personnel Development, State's Needs Assessment, Local Needs Assessment and University resources. During these analyses, liaison is maintained with State Division of Special Education, Regional Instructional Resource Centers, County Inservice Advisory Committees, and local school systems. Planning and design of inservice program is a collaborative effort between the liaison, schools, local educational agencies, County Advisory Committees, Instructional Resource Centers, and University faculty. Since inservice training programs are individualized to meet local needs and situations, there are no set prescribed courses. Existing inservice courses which have been used and evaluated for their impact on handicapped programs and students are selected, revised, and modified to satisfy local needs requirements. Most courses contain a practicum component and follow-up procedures for on-the-job assistance to inservice participants. Inservice is usually conducted at local educational agency sites.

Urban, Suburban, Rural

Liaison Model

7. MAJOR OBJECTIVES: The overall goal of this project is to offer individualized inservice training programs which validly and reliably meet the specific inservice needs of local and county educational agencies within the scope of the mandates of PL 94-142 and the state's implementation plan.

8. DISSEMINATION: The Northern, North West and North Central SERRC's have assisted in defining local needs and disseminating program information to local school districts and administrators. Newsletter to political leaders, Ohio Special Education Regional Resource Centers, Council for Exceptional Children, school district administrators in 23 North-Norwestern Ohio counties, interested individuals who contact the director; professional organizations through presentations at the American Association

of Colleges for Teacher Education, 1981 annual conference; National Council of States on Inservice Education, 1981 annual conference; Association of Teacher Educators, Institute for Research on Teaching, 1981; Council for Exceptional Children, Ohio Convention, 1981. An article has been submitted for publication in a national journal for teacher educators, and a paper has been requested for dissemination by AACTE.

9. EVALUATION: All aspects of the liaison model are evaluated for effectiveness in meeting local inservice needs related to the mandates of PL 94-142. Inservice programs are evaluated with respect to: (1) actual instruction and delivery of instruction; (2) immediate and long range impact on participants; (3) immediate and long range impact on school environment; and (4) impact on handicapped children.

OKLAHOMA

STATE: Oklahoma

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	1
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Oklahoma

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		329
Consulting Teachers						
Resource Rm. Teach.			1	1		10
Sp. Class Teacher		1	1	1		10
Administrators/Supvrs.			1	1		5
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors			1	1		5
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						359

1. PROJECT NUMBER: 451AH00538
2. TITLE: Project Mainstream - Secondary Learning Disabilities Project
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G007900929
5. CONTACT PERSON: Bill H. Allen, Director, Project Mainstream, Rt. 3, Hillside School, Cushing, OK 74023, (918) 225-2039.

6. DESCRIPTION: This project allows for the sharing of successful mainstreaming strategies, techniques, and materials utilizing a nationally validated learning disabilities program as its model. The primary goal is to provide training in Mainstreaming techniques to secondary level regular classroom teachers.

Nationally Validated Learning Disabilities Program Secondary Level

7. MAJOR OBJECTIVES: The major objectives of this project are (a) to implement an awareness program, among the school districts in Oklahoma, communicating the availability of expertise to help the mainstreaming of secondary learning disabled students; (b) to conduct a series of Mainstreaming Conferences in all the regions within Oklahoma to help school districts mainstream learning disabled students within the regular secondary school curriculum; (c) to provide Onsite Mainstreaming Workshops for individual school districts' secondary faculties to insure the success of mainstreaming techniques and procedures for their learning disabled students; and (d) to assist in teaching a graduate level course on Mainstreaming Techniques for Secondary Learning Disabled Students, with associated practicum training at the project site.

On-site Workshops

8. DISSEMINATION: A project brochure and poster are available and are mailed to each school or a Regional Conference is scheduled in the area. Newspaper articles and radio and TV news-spots are prepared. A variety of in-state educational organization networks are utilized to disseminate information about the project.

9. EVALUATION: A pre-post design on measures of satisfaction, change in attitude and knowledge following exposure to the project's materials or services. Specific teacher, student, parent, and administrator data will be compiled.

Student and Parent Data

1. PROJECT NUMBER: 451AH00580

2. TITLE: COMPEL: Comprehensive Oklahoma Manpower Planning for Exceptional Learners

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007901249

5. CONTACT PERSON: Norma Buswell & Keith Haley, Division of Special Education, Oklahoma State Department of Education, Oklahoma City, OK 73105, telephone not available.

6. DESCRIPTION: Special institute model. Two day conference at seven different locations.

Special Institute Model

7. MAJOR OBJECTIVES: 1) Increase the number, quality, and skills of educators to improve available services to meet the individual needs of all handicapped students so they may function at a level that is commensurate with their abilities. 2) To provide paraprofessionals and support personnel with training in effective participation in I.E.P. 3) Increase cooperative planning efforts between all universities, agencies, and individuals concerned with preparation of personnel in exceptional child education.

Paraprofessionals

8. DISSEMINATION: Not available.

9. EVALUATION: Not availabe.

1. PROJECT NUMBER: 451CH01013
2. TITLE: Regular Education In-Service: Training Rural Administrators for Exceptional Students (TRAES)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G00800952
5. CONTACT PERSON: Dr. Frank (Bill) Grahlman, The University of Tulsa, 600 South College, Tulsa, Oklahoma, 74104, (918) 592-6000 Ext. 341

6. DESCRIPTION: The TRAES project intends to provide administrators of small, rural school districts with the knowledge and skills necessary to provide educational programs for exceptional children in the least restrictive environment, pursuant to P.L. 92-142. The project begins with two exceptionalities; the learning disabled student and the gifted/talented student. A three-stage in-service model is proposed. The first stage is designed to increase awareness of the two exceptionalities through workshop experiences. The second stage is the use of university-level short courses addressing specific issues identified by input from participants in the workshops and information provided by the staffs of the two Regional Educational Service Centers serving the designated counties. Some areas already identified include operational concepts of the IEP, modification of existing materials and programs, career education concepts, and organizational skills for program development and student placement including increased levels of communication and cooperation among the participating independent school districts. The third stage is the provision of seminars to provide specific technical assistance in the implementation of the educational programs for the exceptional students. The in-service model is designed to be carried out in two separate locations, each of which is centrally located and locally accessable to the school districts involved. Personnel includes the use of University of Tulsa faculty, Local Education Agency personnel, and other persons competent in the various content areas.

Administrators
Rural Districts

Learning Disabled/Gifted/Talented

7. MAJOR OBJECTIVES:
   A. A greater awareness of two exceptionalities.
   B. Increased competence in program development and implementation as related to those specific exceptionalities.

8. DISSEMINATION: The project intends dissemination in two ways; (1) through the local administrators and school personnel to their local school districts through their own in-service or faculty meeting systems, and (2) by presentations at state and national conventions such as the Oklahoma Council for Exceptional Children (CED), Cooperative Council of Oklahoma School Administrators (CCOSA), National Elementary Principal's Conference (NEPC), and releases to the news media in the areas involved.

9. EVALUATION: The project evaluation will be conducted by the University of Tulsa Center for Educational Research and Evaluation (CERE). The evaluation is formative in nature, designed to provide feedback for purposes of workshop and short course revision to better meet the needs of present and future participants. Pre- and post-tests developed by the evaluation and program staffs are to be keyed to the measurable objectives of each course and workshop. Seminars are to be evaluated by the use of pre-cognitive measures keyed to seminary objectives as well as attitudes measures.

OREGON

STATE: Oregon

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	2
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	1
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	3
Bilingual	3
Rural	3
Urban	3
Native American	2

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	1
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Oregon

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	2	2	2	1	1370
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher	1	1	1	1	1	150
Administrators/Supvrs.	1	2	2	2	3	693
Paraprof./ Aides						
Clinicians/ Therapists	1	1	1	1		16
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						2229

1. PROJECT NUMBER: 451CH01043
2. TITLE: Program Assistance Grant: Program and Stipend Request in Speech and Hearing Impaired
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008001502
5. CONTACT PERSON: Robert L. Casteel, Portland State University, Department of Speech Communication, P.O. Box 751, Portland, Oregon 97207, (503) 229-3533.

Speech and Hearing

6. DESCRIPTION: This project trains graduate level speech and hearing clinicians in a metropolitan area. Its goal is to provide more and improved services to local communicatively handicapped children. Additionally, the project provides inservice training in communications handicaps to urban area teachers, aides, and parents, particularly at the preschool level.

Parent, aide Training Pre-school

7. MAJOR OBJECTIVES: (1) To develop preservice-inservice audio-video tapes in communications handicaps. (2) To continue to improve supervision of preservice practicum students. (3) To continue cooperative interdisciplinary planning within the IHE. (4) To continue to offer inservice coursework in speech and language handicaps to classroom teachers. (5) To continue incorporation of all evaluation data into the computer program. (6) To incorporate the areas of Urban Language, Inservice Training, Aural Rehabilitation and Dissemination into the total program training scheme.

Audio-visual Tapes

8. DISSEMINATION: The project disseminates its manual in the Western Region. Audio and visual tapes and lesson plans are demonstrated in the Portland Metropolitan area. Project staff present at the local, state, regional, and national level.

9. EVALUATION: The project has developed a comprehensive ten-phase evaluation plan. It includes data collected from the following forms: Rating of student clinicians by supervisors; Rating of the PSU Speech and Hearing Program by graduates; Parent-client rating of PSU Speech and Hearing Clinic; Course evaluation by students; Evaluation of clinical supervision in the public schools.

Parent-client Rating

1. PROJECT NUMBER: 451CH01185
2. TITLE: Regular Education Inservice: Administration Consultation and Training
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008000886
5. CONTACT PERSON: Dr. Carolyn Crider, 6318 S.W. Corbett, Portland, OR 97201, (503) 288-5361, Ext. 13

6. DESCRIPTION: Project ACT is a consortium based training model designed to assist regular and special education administrators to respond to the impact of PL 94-142. The project serves a consortium of 10 school districts in the metropolitan Portland area by providing individualized consultation and training to building and district level administrators. Direction for the consortium is provided by a council comprised of a regular and a special education administrator representing each district. The ACT staff works as a closely knit team so that each district may benefit from their collective expertise in evaluation, special education, business management, and communications. Administrators request services directly by way of a 'hotline' telephone call, or by utilizing the Service Request Form. The request is then further defined and an analysis of the needs with a review of available resources completed. The ACT team helps the Administrator match needs to resources and develops a response to the problem.

Consortium-based Model

Administrators

7. MAJOR OBJECTIVES: (a) to facilitate the development and support of a cooperative network for shared planning and decision-making among LEA personnel; (b) to provide direct inservice training and on-going consultation to district administrators which is responsive to their diverse needs, interests, competencies, and resources: (c) to develop a model inservice design for use by district personnel.

8. DISSEMINATION: The project disseminates information to participating districts through a monthly newsletter. Other activities include presentations at regional, state, and national conferences, opportunities for surrounding districts to participate in project inservice, and continued contact with other similar projects throughout the nation.

9. EVALUATION: Evaluation of this project will be conducted both internally and externally. Internal evaluation will involve not only Project ACT staff, but also the Consortium Council. These groups will review the results of project efforts to date on at least a quarterly basis according to criteria specified in the Management Plan. External evaluation is through an evaluation consultant who conducts a third party evaluation of the Project as least annually. Major accomplishments of the Project will be

determined by evaluating (1) attainment or non-attainment of objectives for each Function Area, (2) services provided by Project staff and, (3) discrete Project products which may have potential for application in other settings.

10. PRODUCTS: An Inservice Packet; a Seminar Request System.

1. PROJECT NUMBER: 451CH01114
2. TITLE: REGULAR EDUCATION INSERVICE (Improving the Competence of Classroom Teachers to Provide Accommodative Instruction for Handicapped Students)
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008000508
5. CONTACT PERSON: Bus Nance, State Department of Education, 700 Pringle Parkway SE, Salem, OR 97310, (503) 378-4775

6. DESCRIPTION: This project intends to train regular classroom teachers, paraprofessionals, and parents to work with handicapped students. The project provides funds to applicant LEAs for payment of inservice trainer/consultant fees and expenses of LEA staff to attend inservice sessions. The project also provides LEAs with needs assessment instruments and with third party evaluators. Key focus will be made on rural areas and on areas impacted by native Americans.

Regular Teachers, Paraprofessionals, Parents

Rural, Native Americans

7. MAJOR OBJECTIVES:

a) To increase, among regular educators and aides, knowledge of the intent and requirements of P.L. 94-142.

b) To increase the ability of LEA staffs to provide effective instruction for handicapped students.

c) To increase the ability of LEAs to conduct valid local needs assessment and to plan and implement heuristic inservice at the local level.

8. DISSEMINATION: These activities include direct mailings to all LEAs and intermediate agencies in Oregon. Reports will be disseminated in EDU/GRAM, a monthly publication of the SEA, which goes to all educators and school board members in the state, and in Interact, a monthly publication on special education, funded with Title VI-B funds, and with a mailing list of 3600. Reports also will be made to NIN.

Monthly Publications

9. EVALUATION: Each local project funded will be evaluated by a third-party evaluator who will consult and monitor the local project.

Third Party Evaluator

1. PROJECT NUMBER: 029AH10677
2. TITLE: Oregon Rural Educators and Administrators Inservice Training Program
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000395
5. CONTACT PERSON: Thomas D. Rowland, Western Oregon State College, Monmouth, OR 97361, (503) 838-1220

Elementary & Secondary Rural

6. DESCRIPTION: This project provides inservice training for regular elementary and secondary classroom teachers and administrators in rural Oregon to better prepare them to serve the handicapped children in their classrooms. This inservice model is based upon the concept that many skills for instructing students with special learning problems can be taught to regular classroom teachers. Training activities include formal classroom instruction and practicum activities involving participants working with a child in their own classroom as well as sharing their newly acquired skills with another teacher and together working with a second child in that classroom. The training staff includes a director, school psychologist, handicapped learner specialist and a speech, language and hearing specialist. Classes meet at a central location, usually an E.S.D., on Friday evenings and on Saturday mornings. The training sessions begin in the Fall and run through the school year. Each participant receives five hours of graduate credit.

7. MAJOR OBJECTIVES: (a) To train participants to identify children who may be in need of services under the provisions of P.L. 94-142; (b) Train participants to interpret diagnostic information; (c) Train participants to develop an appropriate educational plan; (d) Train participants to find/prepare material to teach to the educational plan; (e) To train participants to implement, monitor and modify educational plans to meet the demands of P.L. 94-142.

8. DISSEMINATION: Each year 80 teachers will receive direct service while 80 affiliate teachers receive indirect service. Presentations are made to statewide organizations, E.S.D.s, and local agencies.

9. EVALUATION: Evaluation focuses on the ability of the participants to provide an educational plan and subsequent instruction which results in satisfactory progress toward a desired goal. Data reflecting a percentage of students meeting short term objectives as specified in their respective educational plans will be presented as a measure of the participant's skill in the area. Pre-Post test data on children and teachers is used to assess progress and increased skill in providing appropriate instruction. Indirect data from informal surveys and a comparison of progress of original target children and target children of affiliate teachers is included.

10. PRODUCTS: A training manual will be developed.

PENNSYLVANIA

STATE: Pennsylvania

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	3
Mentally retarded (severe-profound)	0
Learning disabled	3
Emotionally disturbed (moderate)	3
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	0
Urban	1
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	0
Intermediate education unit	0
Local education agencies	3
Others	0

Total: 4

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Pennsylvania

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1	1	585
Consulting Teachers				1	1	30
Resource Rm. Teach.						
Sp. Class Teacher				1		150
Administrators/Supvrs.	1	1	1	2	1	72
Paraprof./ Aides	1	1	1	1		270
Clinicians/ Therapists						
Psychlgts.						
Counselors					1	30
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						1137

1. PROJECT NUMBER: 029CH10181
2. TITLE: Adapted Curricula/Instructional Personnel: The Rationale and Content of Adapted Curricula
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008101728
5. CONTACT PERSON: Dr. John C. Abbott, Director of Instructional Services/Tom Rosica, Room 201, Stevens Administrative Center, 13th and Spring Garden Streets, Philadelphia, Pennsylvania 19123 (215) 351-7186

6. DESCRIPTION: The project is designed to train all secondary Special Education instructional personnel who provide instruction for mildly learning disabled, emotionally disturbed and educable mentally retarded handicapped pupils is grades 10-12. The training effort focuses on teachers gaining knowledge of the rationale and content of six unique, generic adapted curricula developed by the School District of Philadelphia in the areas of: language arts, math, consumer education, career education, social studies, and science. Training occurs in small group, school-based meetings with ongoing consultation and support provided by appropriate administrative and supervisory personnel. This project serves as the initial phase of the larger implementation process.

Mildly Handicapped grades 10 - 12

Six Curricula Areas

7. MAJOR OBJECTIVES: The training efforts offer participants opportunities to: a. develop their awareness and understanding of the philosophical and practical justifications for the implementation of adapted curricula; b. increase their awareness and knowledge of the ocurse content of each adapted curriculum; c. increase their knowledge of the scope and sequence of adapted curricula; d. develop skills necessary to delineate the conditions necessary for the successful implementation of adapted curricula.

8. DISSEMINATION: Primary dissemination efforts focus on secondary special education teachers of the mildly handicapped. Additional school district personnel, both regular and others in special education, are informed through school district newsletters, brochures, and staff meetings. Information to parents of Philadelphia's school aged students occurs through written materials and presentations to parent and civic organizations. Dissemination beyond the School District of Philadelphia occurs through mechanisms established by the Pennsylvania Department of Education and is available on request ot other interested persons.

9. EVALUATION: a. The objectives (stated in terms of what teachers are to learn) and plans for each meeting will be gathered to determine what training has been offered at each site.

b. Attendance of teachers (for each school and instructional handicapping category) will be maintained. Overall, 90% of the teachers per category will have attended 6 of 8 staff development sessions planned. c. Participants will be asked to respond to an evaluation of the training. Items will seek their evaluation of the curriculum and related implementation aspects. Further, they will be asked to rate the quality of the presentations for preparation, pace, opportunity to interact, and so forth. The majority of participants are expected to respond favorably to the program.

1. PROJECT NUMBER: 029CH10223
2. TITLE: Inservice Training for Secondary Regular and Special Education Support Personnel Implementing a Secondary Adapted Curriculum for Mildly Handicapped Youngsters.
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G008101881
5. CONTACT PERSON: Dr. John C. Abbott, Director of Instructional Services/Tom Rosica, Room 201, Stevens Administrative Center, 13th and Spring Garden Streets, Philadelphia, Pennsylvania 19123 (215) 351-7186

6. DESCRIPTION: The project provides a staff development program to selected administrative student evaluation, and instructional support personnel from both regular and special education related to the effective implementation of a uniquely structured, generic, adapted secondary curriculum for mildly handicapped learning disabled, socially and emotionally distrubed, and educable mentally retarded students. The project will provide direct training to all members of the selected employee groups who impact on high school level mildly handicapped students in the School District of Philadelphia. These personnel currently support the educational programs of 1850 mildly handicapped students who attend 27 comprehensive high schools and 3 area vocational technical schools.

Mildly Handicapped

Direct Training to Personnel

7. MAJOR OBJECTIVES: a. To provide a training program based on the rationale and related policy decisions for using a specific adapted curriculum. b. To provide a general training program in effective strategies to facilitate implementation of the adapted curriculum. c. To provide a training program in effective strategies to facilitate implementation of the adapted curriculum specific to the identified role of selected support personnel in regular ans special education. d. To provide a training program for selected support personnel to facilitate mainstreaming through interactions with regular and special education instructional personnel that are related to the adapted curriculum.

8. DISSEMINATION: First year dissemination activities will be directed toward the School District's special education and regular education staff. During the second and third years of the project, dissemination efforts will be directed toward parents groups and the general public, through brochures, articles, and presentations. Dissemination beyond the School District of Philadelphia will occur through the Pennsylvania Resources and Information Center for Special Education (PRISE), the Research and Information Services for Education (RISE), and the Vocational Education Information Network (VEIN).

9. EVALUATION: The evaluation of this project will be based upon: a. participant, training coordinator, and leadership evaluations and b. completion of needs assessments by participants. Results of a preliminary needs assessment will be summarized and rank ordered, and training activities based on the needs stated by participants. A post-needs assessment will be administered at the end of each project year to determine effectiveness of training activities. In addition, and evaluator will determine whether implementation of the adapted curriculum plan is on schedule, and what aspects may need additional support.

1. PROJECT NUMBER: 029CH10133

2. TITLE: Training for Local Educational Agencies in Region III in the areas of preparation of special educators (general special education); preparation of support personnel for regular and special education (paraprofessional and inter-disciplinary); and special education training for regular education teachers.

3. SPONSORING AGENCY: NP

4. GRANT NUMBER: 13.451

5. CONTACT PERSON: Marilyn J. Byer, Ed.D.
Association for Retarded Citizens,
Philadelphia Chapter
1211 Chestnut Street, Suite 1211
Philadelphia, PA 19107

6. DESCRIPTION: A multidisciplinary team will offer 5 two-day training sessions and 4 three-day training sessions to paraprofessional personnel working in special education in LEAs throughout Region III. Topics to be presented are selected by administrators and paraprofessional staff from modules developed by the Association for Retarded Citizens:

Human Development
Child Assessment
Parent Involvement
Etiology of Developmental Disabilities
Curricula of the Developmentally Disabled
Communications
Health Management
Service Delivery

Paraprofessionals

Training is conducted by a multi-disciplinary team selected from a cadre of personnel representing five disciplines: Medicine, social service, special education, psychology and legislation. A parent is also a member of the training team. The project also mandates nine follow-up consultations with personnel taking part in the training sessions.

Multi-disciplinary team

7. MAJOR OBJECTIVES:

a. To provide information concerning the characteristics and needs of handicapped children and suggested teaching strategies for working with them.

b. To offer appropriate accessible resources for handicapped persons and his family.

c. To enhance the skills of paraprofessional personnel in participating as a member of a multidisciplinary team.

8. DISSEMINATION: The project will be disseminated by means of publications, presentations (National Resource Center for the Use of Paraprofessionals in Special Education, Council for Exceptional Children) and three Replication Teams oriented to train staff of their own Local Education Agency.

9. EVALUATION: The training is evaluated by administrators, trainers, and trainees. Revisions in the program are made as a result of the evaluations.

10. PRODUCTS: Each module is so developed that trainers can present a selected topic with minimal preparation time. Modules, including content, training strategies, suggested training media and handouts will be made available to the Replication Teams and to others who participate in the orientation.

1. PROJECT NUMBER: 029CH10091
2. TITLE: Regular Education Inservice: Inservicing Regular Education Classroom Teachers to Meet the Competencies Identified by the Pennsylvania Department of Education to be Essential for Successful Mainstreaming.
3. SPONSORING AGENCY: Slippery Rock State college, Slippery Rock, Pennsylvania
4. GRANT NUMBER: G007801434
5. CONTACT PERSON: Dr. Dennis T. Fair/Jack Dinger
Department of Special Education
Slippery Rock State College
Slippery Rock, PA 16957
(412) 794-7344

6. DESCRIPTION: This project will provide a series of eighteen (18) separate field-based workshops for inservice preparation of at least 131 regular educators to assist them in successfully mainstreaming mildly handicapped students. The Pennsylvania Department of Education has identified ten competencies which all in-service and pre-service teachers must develop in order to successfully mainstream these students. These have been packaged into nine workshops of 7 1/2 clock hours each and will be repeated a second time in order to provide greater geographical convenience in two large intermediate units. A post-test will be conducted at least two months following the workshops to determine the extent of actual application of the skills, knowledges and attitudes relative to mainstreaming that were developed via the workshops.

18 Field-Based Workshops

7. MAJOR OBJECTIVES. To increase the number of regular educators who have acquired basic knowledges, skills, and positive attitudes toward the mildly handicapped as a foundation for accepting and successfully teaching such students in their classroom. Specifically, these educators will develop as many of the following workshop competencies as they are willing to undertake (one competency is developed in each of nine different workshops).

Skills, attitudes

Competency #1: Understands the Legal Basis for Educating Students With Handicaps in the Least Restrictive Environment.

Competency #2: Understands the Implications Which Handicapping Conditions Have For the Learning Process.

Competency #3: Recognizes Students Who May Be in Need of Special Services.

Competency #4: Makes Use of Appropriate Resource and Support Services.

Competency #5: Confers With and Reports to Parents on Educational Programs for Students With Handicaps.

Competency #6: Facilitates the Social Acceptance of Persons With Handicaps by Encouraging Positive Interpersonal Relationships.

Competency #7: Uses Individual, Group and Classroom Management Techniques for Effective Accommodation of Students with Handicaps.

Competency #8 and #10: Assesses the Educational Needs of Students With Handicaps.

Competency #9: Modifies Instructional Strategies to Provide for the Individual Needs of Students With Handicaps.

8. DISSEMINATION: The procedures utilized and results obtained in this project will be disseminated to the Executive Directors of all 27 Intermediate Units in Pennsylvania, to the appropriate personnel in the Pennsylvania Department of Education, The Office of Special Education and Rehabilitation Services, and to the REGI Network office.

9. EVALUATION: A pre-test of basic knowledge, skills, and attitudes specifically related to each of the nine workshops will be administered to the participants during the first hour. The same instrument will be administered during the last hour of the workshop as a post-test and the gains demonstrated by each participant will be computered and analyzed. A post-post-test will be conducted at least two months following the workshops to determine the extent of actual application of the skills, knowledges, and attitudes relative to mainstreaming that were developed via the workshops.

10: PRODUCTS: The project will serve as a model for other colleges, Intermediate Units and LEAs for conducting parallel in-service programs. The format and contents will be available to those who wish to review them for possible adaptation.

PUERTO RICO

STATE: Puerto Rico

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Pureto Rico

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						

1. PROJECT NUMBER: 029EH20107
2. TITLE: Inservice Training for Regular Teachers for Mainstreaming Roles
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008102007
5. CONTACT PERSON: Dr. Adela Costa, Puerto Rico Department of Education, Box 759, Hato Ray, Puerto Rico 00919

RHODE ISLAND

STATE: Rhode Island

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Rhode Island

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	1	1	1	1	394
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.		1	1	1	1	75
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.	1	1	1	1		130
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						599

1. PROJECT NUMBER: 029EH20069
2. TITLE: Regular Education Inservice: Provides special education inservice training to elementary and secondary regular educators in Rhode Island
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008102003
5. CONTACT PERSON: H. Wells French, RI Department of Education, 235 Promenade Street, Providence, RI 02908, (401) 277-3840

6. DESCRIPTION: This project is designed to provide special education training to regular educators so that they may effectively meet the needs of handicapped students in the regular classroom. Project activities focus on developing training in priority content areas that is flexible and responsive to the needs of clients. Ongoing assessment and current data guide the selection of training contents and formats. Training formats include formal discipline specific training offered for credit; building specific training designed to respond to requests for training on a building or district level; and training workshops to provide shorter, more specific training. With the exception of the latter, training occurs in the late afternoon or evening at a variety of local school district sites or at the IHEs. There are Fall and Spring formal course offerings of 36 hours, 3 credits apiece, and the great majority of other training (for less or no credit) also occurs during the school year. Training is developed and provided in cooperation with IHEs, professional organizations and advisory groups. All training is designed to provide practical skills and techniques for classroom implementation and is delivered statewide through the use of a peer trainer model.

7. MAJOR OBJECTIVES: a) to train regular educators to have the knowledge, skills and attitudes to provide a quality education to handicapped students placed in the regular classroom settings. b) to develop training programs and materials in response to identified needs.

8. DISSEMINATION: Dissemination activities span the spread and exchange of information to the promotion of choice and implementation of improved practices. Dissemination activities include distributing brochures and course information to over 10,000 educators statewide (through mailings and teacher organizations); the conduct of training programs and development of training materials; the provision of technical assistance in implementing training; presentations and information responses to local, regional and national audiences; newsletter articles disseminated statewide through various professional organizations; additional awareness activities conducted in conjunction with NDN or inservice conferences; and appropriate education and program reports which are prepared and submitted.

9. EVALUATION: Training effectiveness will be assessed using a written survey administered at the end of each program or session. Achieving training goals and objectives, usefulness of skills acquired and materials developed, and the

effectiveness of the presenter and format is assessed. Project and training monitoring activities are also carried out. Training impact will be assessed if resources permit. This will be done through a written instrument administered to a sample of participants by mail. Impact assessment includes applicability of training for classroom use and use of materials.

10. PRODUCTS: The following training courses have been developed: a) Training School Librarians and Media Specialists to Serve the Handicapped; b) Driver Education for the Handicapped; c) Special Education Issues for Industrial Arts and Vocational Education Teachers; d) Teaching Math to the Mildly Handicapped Student; e) Elementary and Secondary Mainstreaming in Music; f) Elementary and Secondary Mainstreaming in Art; g) Mainstreaming in Physical Education (Phase I and Phase II); h) The Special Needs Student in English Classes; i) A Systematic Approach to Teaching the Mildly Handicapped Student at the Primary Level; j) Teaching Science to the Mildly Handicapped Student.

SOUTH CAROLINA

STATE: South Carolina

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	0
Full spectrum of disabilities	2

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	2
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 3

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: South Carolina

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	1	3	3	3	1	1084
Consulting Teachers						
Resource Rm. Teach.		2	2	2		21
Sp. Class Teacher		2	2	2		19
Administrators/Supvrs.	1	2	2	1	1	48
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors			1			1
Physical Ed. Teach.		1	1	1		2
Music & Fine Arts. Teach.		1	1	1		3
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						1178

1. PROJECT NUMBER: 451AH00215
2. TITLE: Preparation of Personnel in the Education of the Handicapped
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007901157
5. CONTACT PERSON: Robert S. Black, and Betty Brown,
Office of the Programs for the Handicapped, 1429 Senate Street,
Columbia, South Carolina 29201, (803) 758-7432.

Mini-grants to LEAs

6. DESCRIPTION: This project intends to provide mini-grants to LEAs for the purpose of providing inservice training to regular educators who are currently providing services to handicapped children in methods of educating handicapped pupils. LEAs must submit an approvable application which includes a narrative section and budget section. LEAs are encouraged to develop projects based on the results of a needs assessment.

7. MAJOR OBJECTIVES: (a) To increase, among regular educators and administrators, positive attitudes toward handicapped pupils and to increase knowledge of handicapping conditions. (b) To enable regular teachers to refer, assess, plan, program, and evaluate mainstreamed children. (c) To increase overall service delivery to handicapped students.

8. DISSEMINATION: The project intends statewide dissemination. All LEAs are sent notices of available funds and appropriate forms for applying.

9. EVALUATION: Each LEA application requires that the LEA conduct an evaluation of its inservice project. Randomly selected projects will be reviewed for effectiveness. Each LEA will be required to submit the evaluation results with the final budget reports.

1. PROJECT NUMBER: 451AH00343
2. TITLE: Project SITE: Inservice Programs for Preparing Regular Educational Personnel to Integrate Handicapped Students in Regular Classes
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901243
5. CONTACT PERSON: Dr. Robert MacMillan, Furman University, Box 28650, Greenville, SC 29613, (803) 294-2088

6. DESCRIPTION: Project SITE will provide the intensive inservice training and support necessary to enable regular educational personnel to integrate all categories of handicapped children into the regular classroom. This is a joint effort between Furman University personnel and Greenville County Schools.

7. MAJOR OBJECTIVES: To prepare, over the three-year project life, 130 regular classroom teachers and 28 principals in 28 Greenville County target schools. Project participants will be trained to provide appropriate education to handicapped elementary, middle, and high school students. One least restrictive alternative (LRA) facilitator will provide support services and training to the participants. With the assistance of the group of trainees from Year 1 (15 trainees) and the special education personnel in their respective schools, to extend inservice training to the entire faculties of the 13 target schools (approximately 320 teachers).

Regular Teachers, Principals, Elementary, Middle, & High School Students

8. DISSEMINATION: On a local, state, and national level: (a) local - monthly newsletter sent to schools, supervisor and administrative office in Greenville County. Also, newspaper articles, speeches to local civic groups, and presentations to local parent groups; (b) state - quarterly progress reports to SCOPH, program presentations at state conventions; (c) national - information brochures to state directors of special education, program presentations at national conferences.

Newsletter

9. EVALUATION: Trainee competencies evaluated by self-rating and University staff ratings. Utilization of Rucker-Gable Programming Scale (pre-post). Evaluation of total programs to be done by outside consultants. Follow-up support, additional instruction, and encouragement to be provided by University faculty, principals, and LRA facilitator.

Rucker-Gable, Stanford Achievement, Wide Range Achievement Tests

1. PROJECT NUMBER: 451AH00345
2. TITLE: Regular Education Inservice (Inservice Training of Regular Educators: Mainstreaming Education)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901421
5. CONTACT PERSON: Frances Welch, College of Charleston, Charleston, S.C. 29401, (803) 792-5570

6. DESCRIPTION: Project INSTREME is providing inservice training to regular educators - giving these educators information and skills necessary for working with handicapped children in the regular classroom setting. Inservice activities consist of a three hour graduate course (Education 711: Procedures for Exceptional Children in the Regular Classroom) taught at demonstration school sites. The graduate course as well as consultative services are provided in three (3) schools a semester. Additional activities of the project include inservices for principals, consultants, early childhood educators, and counselors. The emphasis for the first year of funding is elementary schools; for the second year middle schools, and for the third year high schools.

Demonstration School Sites

Principals
Early Childhood

7. MAJOR OBJECTIVES: (a) To provide training for regular education teachers to attain the following competencies:

- assessment of academic behavior
- determination of objectives and sequencing of instructional program
- selection of instructional material
- implementation of instructional materials
- provision for unique needs of children with sensory impairments
- management of the learning environment (b) To provide inservice training for principals in the following competency areas:
- school law-state regulations
- identification of exceptional students
- staffing for exceptional students (c) To provide inservice training for counselors in the following competency areas:
- school law-state regulations
- identification and placement of exceptional students
- organization and delivery of services

Sensory Impairments

8. DISSEMINATION: The target audiences for the dissemination of Project INSTREME include the Charleston County School District; LEAs, SEA, and IHEs in South Carolina; and national and south eastern conference participants. Dissemination activities will include direct observation, presentations at regional and national meetings, program reports, and written articles. Attempts will be made to

coordinate dissemination activities with other Regular Education Inservice projects in South Carolina.

9. EVALUATION: Evaluation will include (1) pre-post attitude surveys and measures of knowledge and skills by participating teachers. For comparison the pre-post measures will also be made for teachers in schools individually matched to the demonstration schools. (2) a pre-post measure of student attitude in demonstration schools. (3) pre-post standardized achievement scores for handicapped students in demonstration and comparison schools.

SOUTH DAKOTA

STATE: South Dakota

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	1
Urban	0
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: South Dakota

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.		1	1	1		5
Sp. Class Teacher		1	1	1		5
Administrators/Supvrs.		1	1	1	1	5
Paraprof./Aides		1	1	1		5
Clinicians/Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.		1	1	1		20
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						40

1. PROJECT NUMBER: 451AH00542
2. TITLE: The Adapted Physical Education Project: Statewide Training Model to Assist Educators in Developing-Implementing Physical Education Programs for the Handicapped
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007900843
5. CONTACT PERSON: Andre Zawitkowski, Section For Special Education, Kneit Building, Piere, South Dakota 57501, (605) 773-3678

6. DESCRIPTION: The education of all children requires effective teaching strategies in all program areas. For the handicapped child to be included in play activities with peers or to eventually participate in recreation or leisure activities within the community as an adult, they must possess competencies in selected motor skills and patterns. These motor skills must be acquired in the physical education programs at the local education agency. The purposes of this project are (1) to provide curricula materials which teachers can use to teach fundamental motor skills, (2) to develop teaching strategies in utilizing the curricula materials and (3) to develop methods for training teachers in the use of these materials and techniques.

Physical Education

7. MAJOR OBJECTIVES: (a) To provide curricula materials which teachers can use to teach motor skills. (b) To develop methods for training teachers to teach motor skills. (c) To provide teachers with effective strategies for teaching motor skills. (d) To train teachers to utilize specific curriculum materials and effective strategies to develop motor programs.

8. DISSEMINATION: There will be 5 workshops, 5 on-site visitations, and school agency consultation. Dissemination of a Curriculum Handbook to all school districts within state of South Dakota.

Data from "I CAN" implementation is to be disseminated to all participants as well as to the Field Service Unit in Physical Education, Recreation for the Handicapped, Michigan State University, to provide information that can be utilized in developing and revising the I CAN curriculum.

"I CAN"

9. EVALUATION: Pre-post analysis of data compiled from the "I CAN" pilot sites. Compilation of statistics on numbers and descriptions of trainers, sites where trainers are employed, and numbers and descriptions of statements affect. Information to be compiled on curriculum resource materials, effective teaching strategies, and effective inservice training strategies. Record of all information requests, materials availability of on-site training, and group or case related training will be kept.

There will be a questionnaire on the bibliography. Also, pre and post tests at training sites will be given to examine goal planning, writing behavioral objectives, developing IEPs, task analysis of motor skills, assessment of motor skills, program planning, and evaluation. A questionnaire will be given on the workshops, too.

Finally, trainee participants will be surveyed on the effectiveness, appropriateness of training, and training methodology utilized.

TENNESSEE

STATE: Tennesee

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Tennesee

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		60
Consulting Teachers		1	1	1		20
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						80

1. PROJECT NUMBER: 029CH10647
2. TITLE: Training of Regular Educators in Their Own Classrooms/Schools
3. SPONSORING AGENCY: Knoxville City Schools
4. GRANT NUMBER: G008101934
5. CONTACT PERSON: Dr. Roberta Werner, Director of Special Education, Knoxville City Schools, 101 E. Fifth Avenue, Knoxville, Tennessee 37916, (615) 546-2257

6. DESCRIPTION: This project is designed to provide intensive training and intervention within the regular classroom in order to facilitate individualization for mildy handicapped students. Emphasis is placed on demonstrating how methods and materials, known to be effective in "special settings", can also be effectively applied in the regular classroom. The targeted students will typically have one or more of the following handicapping conditions: Educable Mentally Retarded, Learning Disabled, or Behaviorally Disordered. The project, therefore, provides direct services to handicapped students and professional development for regular teachers who voluntarily participate.

Demonstration on "how to"

EMR, LD, and BD

7. MAJOR OBJECTIVES: The project is built around two major objectives: (1) To provide intensive in-classroom/school support to regular teachers who want to increase their individualization skills for the handicapped students in their classrooms; and (2) To increase the coordination and communication between regular and special educators of handicapped students.

Individualization

8. DISSEMINATION: Dissemination targets will include the U.S. Office of Education, the Tennessee Department of Education, the local school board and administrators, principals, supervisors, teachers, and community groups. The project will also provide state validation, and will participate in those dissemination activities if validated. Formats will include written reports, workshops, presentations and on-site visits.

9. EVALUTION: The success of the project will be judged primarily by the following criteria: (1) Increase in the number of individualization techniques implemented by targeted regular teachers. (2) Increase in the number of handicapped students receiving regular class instruction in lieu of a special eduction class.

10. PRODUCTS: Model for assisting regular teachers of the handicapped. Materials adapted for handicapped students in majority of required courses.

TEXAS

STATE: Texas

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	2
Orthopedically impaired	1
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	1
Full spectrum of disabilities	4

Special Populations	Number of projects
Minority	4
Bilingual	5
Rural	4
Urban	3
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	4
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 6

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Texas

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	3	4	4	4	1	609
Consulting Teachers	1	1	2	2		103
Resource Rm. Teach.	1	1	2	2		145
Sp. Class Teacher	1	1	2	2		150
Administrators/Supvrs.	1	2	2	2	4	137
Paraprof./ Aides			1	1		102
Clinicians/ Therapists	1	1	1	1		25
Psychlgts.						
Counselors						
Physical Ed. Teach.	1	1	1	1		40
Music & Fine Arts. Teach.	1	1	1	1		80
Volunteers						
Parents	1	1	1	1		100
School Brds.						
Teams						
Other					1	15
Total						1506

1. PROJECT NUMBER: 029CH11146
2. TITLE: Training for Leadership Development in CSPD Planning and Implementation
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008101845
5. CONTACT PERSON: Kenneth Crow, Special Education Developmental Services, 201 East Eleventh Street, Austin, Texas 78701, (512) 475-1306

6. DESCRIPTION: The overall purpose of the Texas Personnel Preparation project is to facilitate and document the development of a statewide system of regional participatory planning groups for the implementation of inservice training for personnel serving handicapped students. In light of the fact that Texas has initiated REGI - staff development projects in all 20 education service center regions, it appears the next logical and essential step is development on the regional level of a structure to focus on planning components, strategies, and materials for inservice of regular and special educators with joint responsibility for handicapped students. The state-level CSPD group, The Council for Personnel Preparation for the Handicapped in Texas, is being replicated at two of the regional centers. Membership composed of producers and consumers are focusing on staff development to improve the basic skills performance of the handicapped. Additionally, other regional centers are piloting installations of a personnel data management system designed to secure planning information for perservice/inservice programs.

Regional Participation

Replication of State-level CSPD

7. MAJOR OBJECTIVES: (1) To advise the Texas Education Agency in the development of a Comprehensive System of Personnel Development, (2) To maintain a systematic flow of communication among the various agencies working with personnel preparation to ensure that priorities for preparing personnel are consistent with consumer need, (3) To train inservice education personnel in education service centers, local education agencies, and other agencies in order to bring about improvement in quality of inservice program, (4) To provide technical assistance to local and regional education agencies in the development of the Comprehensive System of Personnel Development which provides inservice training to regular education personnel to improve Basic Skills Instruction, (5) To maintain a network of personnel at the regional and local levels who will have major responsibilities for insuring the delivery of inservice training to general education personnel engaged in the education of the handicapped.

8. DISSEMINATION: Dissemination plans call for local, regional, statewide, and national information sharing.

9. EVALUATION: An evaluation design is being developed based on the management plan. Evaluation

strategies include collecting and analzing data for decision-making purposes. Evaluation of the personnel data management system installations is based on utility of information to education decision-makers.

1. PROJECT NUMBER: 029CH11021
2. TITLE: Regular Education Inservice: Physical Education for the Handicapped
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008102110
5. CONTACT PERSON: Claudia Jane Knowles, Ph.D., Department of Physical and Health Education, The University of Texas at Austin, Austin, TX 78712, (512) 471-1224

6. DESCRIPTION: The purpose of this project is to train field consultants in local school districts to develop inservice training programs in individualized instruction for handicapped students in regular education programs. Consultants will be chosen from among identified demonstration teachers who provide individualized instruction to handicapped students in regular physical education classes in the southern ten regions of Texas. Training will consist of a three-day workshop followed by site visits and support by staff members from the Department of Physical and Health Education at the University of Texas at Austin. Each of the field consultants trained will provide inservice and support services to at least ten teachers in their district or cooperative.

Physical Education Field Consultants

7. MAJOR OBJECTIVES: (a) To refine the field consultant training program and materials; (b) To identify demonstration teachers of individualized instruction in physical education for handicapped students; (c) To provide field consultant training and support for the identified demonstration teachers who would train 10 teachers each in individualizing instruction for handicapped students in regular physical education classes; (d) To collaborate with the Concerns Based Adoption Model staff at the University of Texas R&D Center for Teacher Education; (e) To integrate field consultant training in physical education with other REGI projects; (f) To continue teacher training in Regions II, III, and XV funded under BEH Grant number G007801892.

Field Consultant Training

8. DISSEMINATION: Brochures describing the programs will be disseminated to Special Education and Physical Education Directors in Regional Service Centers, local school districts, and cooperatives in the southern ten regions of Texas. Administrators in schools with identified demonstration teachers will be notified and encouraged to participate in the field consultant training program. University of Texas Staff will present the training model, results of the training program, research data, and collaboration reports to other REGI projects, at state and national administrator meetings, and at state and national professional organizations' meetings.

9. EVALUATION: Evaluation instruments to be used for data collection include the Site Facilitators Questionnaire, Stages of Concern Questionnaire, Stages of Concern Interview, Levels of Use Interview, Academic Learning Time in Physical Education, Workshop Reactionnaire, Knowledge of Handicapping Conditions Test, and anecdotal records of site visits.

10. PRODUCTS: The project will produce a model for developing inservice training programs for delivering full physical education services to handicapped students in compliance with TEA and 94-142 guidelines. Manuscripts of the research data collected during the implementation of the program and follow-up studies will be produced for national dissemination.

1. PROJECT NUMBER: 029CH11170
2. TITLE: Special Education Professional Development Center for Regular Classroom Teachers
3. SPONSORING AGENCY: Education Service Center, Region 20
4. GRANT NUMBER: G007801544
5. CONTACT PERSON: Patricia Myers, Project Director or Rose Carroll, Project Manager, Education Service Center, Region 20, 1314 Hines Avenue, San Antonio, Texas 78208, (512) 828-3551 Ext. 212

6. DESCRIPTION: The Special Education Professional Development Center is an inservice program that has two major emphasis. The program is designed to 1) train prospective trainers and to 2) develop a Leader's Manual. Prospective trainers will be provided the opportunity to participate in the project at a Region 20 location or at a site within their region/district. The trainers will be provided with the SEPDC Leader's Manual and the technical assistance needed to facilitate the adoption and/or adaptation of the program. The five day training cycle is designed to model an individualized classroom and provide regular classroom teachers with an opportunity to acquire strategies to facilitate the handicapped student's adaptation into the regular curriculum. The teachers will demonstrate mastery of the presented concepts through active involvement with 10 multimedia/multi-leveled individual study units.

7. MAJOR OBJECTIVES: (1) Provide training to prospective trainers at a Region 20 location or at a site within their region/district. (2) One hundred elementary and secondary regular classroom teachers will obtain the skills, knowledge and attitudes necessary for individualizing instruction by participating in a five-day inservice.

8. DISSEMINATION: Information has been disseminated through presentations at conferences and correspondence with local and state personnel.

9. EVALUATION: The program utilizes an outside evaluator who gathers the following data: (1) Information related to teacher's performance and mastery of the content (pre-post data) interviews regarding implementation. (2) This year they will gather data on the critical elements that make this such a successful inservice.

10. PRODUCTS: At the end of the three years of funding a leader's training manual will include the necessary materials and skills needed to implement the successful SEPDC model.

1. PROJECT NUMBER: 029CH11193
2. TITLE:
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101828
5. CONTACT PERSON: Douglas J. Palmer, Texas A&M, College of Education, College Station, Texas 77843

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1. PROJECT NUMBER: 029CH11144
2. TITLE: Cooperative Inservice Training for the Treatment and Education of Severely Behavior Disordered Adolescents (CONSERT II)
3. SPONSORING AGENCY: University of Texas at Dallas - IHE
4. GRANT NUMBER: G008101801
5. CONTACT PERSON: Paul Pattavina, Ph.D. - Project Director; Ernest Gotts, Ph.D. - Principal Investigator; Box 688, The University of Texas at Dallas, Richardson, TX 75080, (214) 690-2088

6. DESCRIPTION: The overriding purpose of this project is to facilitate the integration of severely disturbed adolescents into regular education, least restrictive placements in the Dallas-Fort Worth metropolitan area. In order to achieve this, goals of this project relate to the need for improved educational development by seriously emotionally disturbed and socially maladjusted adolescents in residential placements. These placements include mental health, legal-correctional and group-care facilities. The first goal is to engage in inservice training with public and private secondary schools providing educational services to severely emotionally disturbed and socially maladjusted adolescents during or following residential care. The second goal of the project is to design, implement and evaluate a collaborative inservice training model between an IHE and residential facilities serving seriously emotionally disturbed adolescents. Inservice training arrangements in both types of settings concern the skill-development needs of educational and non-professional treatment personnel. As a third goal, the interface, or linkage processes, existing between public school and residential agencies is an integral concern of training activities. In this way, the project attempts to achieve continuity between educational and treatment services.

7. MAJOR OBJECTIVES: (1) train teachers, child-care workers and liaison staff working with severely behavior disordered (SBD) adolescents; (2) develop model inservice training (IST) program and adolescents; (3) facilitate interagency strategies and agreements.

8. DISSEMINATION: Accomplished through IST with teachers, child-care workers and liaison staff, as well as through presentations at national meetings and conventions, and publications.

9. EVALUATION: The attainment of Project goals and objectives is determined by use of the Discrepancy Evaluation Model (DEM). Training goals are assessed using formative and summative strategies which address areas of knowledge, skill and attitude of individual staff, and organizational development of facilities, programs and agencies.

10. PRODUCTS: (1) a model IST program for direct-care staff at residential facilities; (2) print and non-print IST materials.

1. PROJECT NUMBER: 029EH20271
2. TITLE: Regular Education Inservice: Statewide Personnel Training in Arts for the Handicapped -- A Generic, Interdisciplinary Approach Involving Faculty in Six Departments
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER:G00802056
5. CONTACT PERSON: Dr. Claudine Sherril, Project Director or Patricia Fulton, Project Coordinator, P.O. Box 23717, TWU Station, Texas Woman's University, Denton, TX 76204, (817) 387-4587

6. DESCRIPTION: To develop and implement a model inservice training program in creative arts methods and techniques for handicapped students. Areas covered by this project will include art, music, dance, drama, and other cultural and/or folk arts. Persons to receive training include public school educators, university faculty and parents.

Creative Arts

7. MAJOR OBJECTIVES: Objective I: To develop area-based resource teams in the school systems in two of the regional education service centers: A) Major Premise: That the development of 10 area resource teams (ART) in each region can serve to multiply training effect. Each resource team will consist of 1 regular educator and 1 special educator. B) Format of training for each region: 1) Three overview workshops, 2) Five specialized training sessions with ART, 3) One to two consultant (follow-up) visits to each ART by AIT staff, 4) Summer school options, 5) Development of ESC based resource library, 6) Sponsorship of one region-wide workshop to develop community resources, increase awareness, and provide format for network of services. C) Schedule of events (during one of the three years, a region-wide workshop will be sponsored. One ESC will be scheduled for each of the three years): Y1 (1981-82, Three area-based training workshops for regular and special educators (full day); Y2 (1982-83), Four training sessions (full day) with ART; Y3 (1983-84), One to two consultant visits with each resource team (either to develop inservice or to work on specific problems). Objective II: To increase competencies in adapting programs to the handicapped for university arts faculty in six universities: A) Major Premise: That university arts faculty will independently incorporate class units in methods and materials for the handicapped in preservice teacher training arts courses; B) Format of Training: 1) Units of classroom instruction taught at university site by instructor request; 2) Summer school options in creative arts methods and materials for handicapped students; 3) Sponsorship of region-wide workshop. C) Schedule of events: Y1 (1981-82), Four days per academic year, OSE AIT staff will be available to each of three universities, Summer school leadership workshop; Y2 (1982-83), Four day availability to three new university sites, Summer school leadership workshop; Y3 (1983-84), Four day availability to three new university sites, Summer school leadership workshop. Objective III: To increase knowledge and skill in the values and use of arts by parents of handicapped children: A) Major premise: That

parents must be able to reinforce what the child is learning at school, especially in the effective use of the arts for leisure time development. B) Format of Training: 1) Six awareness/training sessions for parent groups, 2) Sponsorship of region-wide workshop; C) Schedule of events: For each year, one parent group in each of the service center regions will receive an awareness/training session.

UTAH

STATE: Utah

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Utah

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elemen-tary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		800
Consulting Teachers						
Resource Rm. Teach.		1	1	1		400
Sp. Class Teacher						
Administra-tors/Supvrs.		1	1	1		100
Paraprof./ Aides	1	1	1	1		100
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						1400

1. PROJECT NUMBER: 451AH00543
2. TITLE: An Inservice Training Program for Designing and Monitoring I.E.P.
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007900841
5. CONTACT PERSON: C.W. Freston, Utah State Board of Education, Special Education Section, 250 East 500 South, Salt Lake City, Utah 84111, (801) 533-5982

6. DESCRIPTION: This inservice program is designed to parallel the program administrative compliance reviews (14 districts will be reviewed in 78-79 and will receive Part D inservice program in 79-80; 13 districts to be reviewed in 80-81 will receive inservice training program in 81-82). Prior to the delivery of inservice training, special education staff, members of State Boards of Education, University consultants, educational consultants, and school district representatives will develop inservice training packages which match four components listed below (see major objectives). Training is to be delivered by four teams who will be assigned to 3 districts per year. Training will consist of 4 inservice training days to be held in each of the 12 districts.

Program Administrative Compliance Reviews

Collaborative Planning of Inservice Packages

Training Teams

7. MAJOR OBJECTIVES: The State Board of Special Education will constitute a 3 year comprehensive training program for designing I.E.Ps. The training program will teach skills in the following four components. 1) Diagnostic data gathering and assessment. 2) Learning roles and strategies. 3) I.E.P. and individual institutional program development. 4) I.E.P. monitoring and evaluation.

8. DISSEMINATION: To 13 districts year 2. To 13 districts year 3.

9. EVALUATION: A three-person evaluation committee composed of 2 members of the special education staff of the State Board of Education and one member of each training team will conduct on-site evaluation of training. Effectiveness criteria to be predetermined according to nature of training experience needed by district. A closed loop feedback system will be used to improve subsequent sessions.

1. PROJECT NUMBER: 451AH00572
2. TITLE: Regular Education Inservice: A Project to Train Local Educational Representatives to Serve on IEP Development Teams
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900852
5. CONTACT PERSON: Dr. Daniel Morgan, Department of Special Education, Utah State University, Logan, Utah 84322, (801) 752-4100, ext. 7781

IEP Development Teams

6. DESCRIPTION: The goal of the proposed project is to support and enhance the protection and advocacy of handicapped children's rights by developing a set of validated training materials to prepare local educational agency administrative and supervisory personnel to participate fully as informed, contributing members of IEP development areas. The basic system for delivering the training to the principals, ancillary personnel, and supervisors will be a series of workshops to be sponsored, coordinated, and conducted by the Department of Special Education at Utah State University during the two years of the project. In addition, a handbook for local educational agency representatives (principals, supervisors, ancillary personnel) relative to IEPs will be developed. Finally, a technical assistance-support-feedback system will be utilized. This component of the training program will be included to provide workshop participants with technical assistance, support, and or feedback related to their participation on IEP development teams.

Validated Training Materials
LEA Administrators, Supervisors

7. MAJOR OBJECTIVES: (1) To bring 90 percent of the participating administrators and supervisors to a 90 percent mastery level on tests designed to measure their acquisition of the knowledge and skills acquired during the training procedures; (2) To bring about a significant increase in the ability of administrators and supervisors to contribute meaningfully to the development of IEPs within a multi- disciplinary team structure; (3) To bring about a significant improvement in the ability of administrators and supervisors to exercise the leadership necessary to insure the efficient functioning of IEP development teams in the development and on-going evaluation-monitoring of IEPs; and, (4) To bring about a positive improvement in the attitudes of administrators and supervisors toward IEPs, specifically, and Public Law 94-142, in general.

8. DISSEMINATION: Program information will be disseminated via brochures, professional articles, and other media and forums. In addition, the project materials will be made available to interested consumers through the Outreach and Development Division of the USU Exceptional Child Center.

9. EVALUATION: Trainee change data, self-evaluations, external evaluations of on-the-job performance, and other unobtrusive measures will be employed.

VERMONT

STATE: Vermont

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	1
Speech impaired	1
Full spectrum of disabilities	4

Special Populations	Number of projects
Minority	1
Bilingual	2
Rural	5
Urban	0
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	4
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 5

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Vermont

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers	2	3	3	4	0	1502
Consulting Teachers	1	2	2	3	2	75
Resource Rm. Teach.	1	1	1	2	1	62
Sp. Class Teacher	2	2	2	3	1	703
Administrators/Supvrs.	2	3	3	4	5	200
Paraprof./ Aides	2	2	2	2		176
Clinicians/ Therapists	1	1	1	1		125
Psychlgts.		1	1	1	1	15
Counselors			2	2		60
Physical Ed. Teach.		1	1	1		20
Music & Fine Arts. Teach.		1	1	1		10
Volunteers	1	2	2	2		200
Parents	2	3	3	4		485
School Brds.					1	20
Teams	1	1	1	2	1	220
Other						
Total						3873

1. PROJECT NUMBER: 451CH00175
2. TITLE: Regular Education Inservice Comprehensive Vocational Education for all Handicapped Persons: A Training Based and Interagency Approach to Providing Comprehensive Vocational Special Education Services to Secondary Aged Youth
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000576
5. CONTACT PERSON: Susan E. Hasazi, Ed.D., Assistant Professor, Department of Special Education, Social Work and Social Services, College of Education and Social Services, University of Vermont, Burlington, Vt 05405, (802) 656-2936

6. DESCRIPTION: The major goal of this project is to increase significantly the number of handicapped individuals in meaningful and remunerative work upon graduating from public schools in Vermont and/or to insure that plans are made by the public schools and adult service providers to insure that individuals who are not employable upon leaving school receive further training and support which prepares them for employment. To achieve this goal, a series of inservice training opportunities including consultation, workshops and courses will be provided to special and regular educators, vocational educators, human service providers, employment and training personnel, employers and consumers.

Special and Regular Educators, Vocational Educators, Human Service Providers

The ultimate benefactors of the inservice training will be the elementary and secondary aged handicapped children, youth and young adults in Vermont. The inservice training base established by the Special Education Program at the University of Vermont will be utilized to expand the training network to include vocational educators and career and vocational curricula areas. Special education teachers of mildly, moderately and severely handicapped students will also receive additional training to insure that Individualized Education Plans (IEPs), developed for the handicapped students whom they teach, address career and vocational education and training needs. Human services' providers and employment and training personnel will receive cooperative training with special educators in the development and monitoring of job placements, so that students in need of adult services following graduation or exit from high school will receive such services. But, most significantly, these services will be delivered in a systematic, coordinated and comprehensive manner.

Mild, Moderate, and Severely Handicapped IEPs

7. MAJOR OBJECTIVES:

(1) To design, implement and evaluate a three credit hour course for vocational educators on instructional technology related to teaching handicapped students in mainstream vocational education settings.

(2) To develop a learner centered, objective based curriculum on career education for handicapped learners. This curriculum will be used by special educators in formulating Annual Goals on IEPs related to career education.

(3) To design, implement and evaluate a series of in-

Instructional Modules

structional modules on the development and implementation of Individual Education Programs for all handicapped learners (K-12+) which include annual goals on career education.

(4) To cooperatively plan, conduct and evaluate with the Division of Special Education and Pupil Personnel, Vocational Rehabilitation, Division for the Blind and Visually Handicapped and Comprehensive Employment and Training Office (CETO), seven regional inservice workshops. The content would include:

a. Elimination of attitudinal and environmental barriers to vocational training and employment;
b. Job development;
c. Job analysis; and
d. Job coaching.

(5) To design, implement and evaluate a series of inservice courses that teach the basic skills, knowledge and attitudes related to job development, job analysis and job coaching for handicapped secondary students. Courses will be offered for certification and/or graduate credit.

(6) To design a data collection system which will provide the information necessary to monitor progress in increasing the number of handicapped persons employed.

(7) To develop a plan in cooperation with Comprehensive Employment and Training Office (CETO), independent employers, Vermont Department of Employment Security and the Vermont Chapter of the National Alliance of Business to disseminate information to employers regarding the value of employing handicapped persons, development of affirmative action plans and resources available to provide on-the-job training to handicapped persons.

(8) To monitor the impact of the proposed project by conducting a series of evaluation activities.

8. DISSEMINATION: Presentations at national and state conferences, Presentation to the Vermont Chapter of the National Alliance of Business, Development of instructional modules on vocational components of IEPs for use by parents and consumers, Development of instructional modules on job development, job analysis and job restructuring for handicapped individuals.

9. EVALUATION: The primary evaluation mode will be the assessment of congruence between project objectives and project outcomes. The following evaluation activities are scheduled:

a. Module and course evaluation;
b. Participant evaluation;
c. Follow-up of project participants;
d. Evaluation of project impact on other institutional programs and regional projects; and
e. Evaluation of project impact on employment of handicapped youth.

1. PROJECT NUMBER: 029CH10052
2. TITLE: Interactive Leadership: A Project to Provide Inter-Disciplinary Inservice Training to Educational Administrators
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008101897
5. CONTACT PERSON: Phyllis Paolucci-Whitcomb, Ed.D., Co-Director, Interactive Leadership Project, 444B Waterman Building, University of Vermont, Burlington, VT 05405, (802) 656-2936

6. DESCRIPTION: The major goal of the Interactive Leadership Training Project is to provide interdisciplinary, inservice training for twenty Vermont administrators (10 with an M.Ed. in Special Education and 10 with an M.Ed. in General Education areas) per year. Through a partnership approach these educational leaders learn to facilitate organizational change which will result in improved educational services for all children and youth, including the handicapped. They had to be recommended by administrators, teachers and parents from their sending districts based on their interests and skills in leadership, special education and organizational change. Trainees travel from their school districts to the University of Vermont to attend formal class instruction every other weekend. During that time each trainee receives one-hour of individualized instruction from his/her advisor/instructor, four hours of library and peer interaction time and six hours of formal class instruction. Formal classes are taught by a variety of interdisciplinary instructors from six different departments, however, the majority of instruction and advisement is shared by Special Education and Administration and Planning faculty.

Interactive Leadership

Interdisciplinary Inservice Training

Organizational Change

7. MAJOR OBJECTIVES: (a) Increase the identification and utilization of personnel and material resources to facilitate the implementation of P.L. 94-142; (b) Increase the use of interactive processes in identifying the barriers and facilitators related to organizational change on behalf of all learners; (c) Increase the frequency quality of dissemination strategies at the local, state, and national levels regarding progress toward implementing P.L. 94-142.

8. DISSEMINATION: The project intends to conduct three levels of dissemination. (a) Each school district interactive team designs their own dissemination procedures based on their unique needs. (b) Two state-level workshops are provided for 118 of Vermont's administrators. (c) The results of the district's progress in achieving project objectives will be summarized and submitted for national publication.

9. EVALUATION: Evaluation includes measurement of each trainee's acquisition of training objectives as well as formative feedback regarding the effectiveness, efficiency and affectiveness of training sessions. A focus on the resources and teaching/learning activities utilized as well as the expected outcomes is required. The Discrepancy Evaluation Model is used. Additionally, the Center for Evaluation and Policy Research at the University of Vermont is in the process of designing specific evaluation instruments and procedures for this project.

10. PRODUCTS: The Interactive Leadership Project is designing and field-testing a new inservice delivery model for training interdisciplinary participants with interdisciplinary faculty. The results of the overall training project as well as research case studies from each participating school district (contingent on school district permission) will be available.

1. PROJECT NUMBER: 451AH00034
2. TITLE: Regular Education Inservice Training in Special Education
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007901298
5. CONTACT PERSON: Idora Tucker, Division of Special Education, 120 State Street, Montpelier, VT 05602, (802) 828-3141

6. DESCRIPTION: There are four major components to this statewide project intended to provide inservice training in special education to regular class teachers, administrators and volunteers. The first major component provides for six to twelve locally conducted summer inservice training programs for regular classroom teachers. Each project is designed to train up to twenty teachers in an intense summer workshop with school year follow-up. The second major component is a major summer training activity for regular education administrators in the development of comprehensive special education programs in Vermont school districts. The training will focus upon the planning, supervision, monitoring and evaluation of special education programs. The component is designed to serve up to 15 administrators. The third component is designed to provide training to Vermont educators in the location and identification of handicapped children. The component includes the development of a training manual with accompanying audio-visual resources to be utilized in regional training activities for persons involved in the location and identification of handicapped children. The fourth component is designed to provide inservice training for surrogate parents, advocates for the handicapped and classroom volunteers. Development of a training manual and related inservice training for the above groups are a major part of this component. A model school district program for training volunteers will be developed, while an advocacy training task force will make recommendations regarding those training materials.

Statewide

Volunteers

Administrator Training

Manual, Audio Visuals

Child-find Advocates

Model School District Program

7. MAJOR OBJECTIVES: (1) To provide training to regular class teachers who help to teach handicapped children in the development and implementation of the IEP. (2) To provide training for local education administrators in the planning, supervision, monitoring and evaluation of special education programs. (3) To provide training to Vermont educators in the location and identification of handicapped children. (4) To provide inservice training for surrogate parents, advocates for the handicapped and classroom volunteers.

8. DISSEMINATION: The project will be disseminated regionally throughout the state via the ASSET Project regional network (another REG.ED. INSERVICE Project funded at University of Vermont). It will also be disseminated statewide through the Special Education Training Council and nationally at conferences and professional meetings.

9. EVALUATION: Each component of the project will be evaluated by procedures adapted from the Discrepancy Evaluation Model. Evaluation questions to be addressed will include: (1) What knowledge and skills were gained by inservice participants? (2) To what degree did participants

gain new skills? (3) Do participants utilize new skills in their classrooms or programs? (4) How did the participants feel about the training they received?

1. PROJECT NUMBER: 451CH00288
2. TITLE: Regular Educator Inservice, University of Vermont: 1) Extern, 2) Project Hearing Improve, 3) Project LIAISON
3. SPONSORING AGENCY: Institution of Higher Education
4. GRANT NUMBER: G008000579
5. CONTACT PERSON: Mary S. Wilson, Ph.D., Department of Communication Science and Disorders, University of Vermont, Burlington, VT 05405, (802) 656-3861 or 656-3005

6. DESCRIPTION: (a) The Extern Program prepares post-Master's level speech-language pathologists working in Vermont with the competencies necessary to provide effective inservice training in their LEAs. (b) Project Hearing Improve is focusing its training efforts on in-place speech-language pathologists located throughout the state of Vermont who are involved in the education of aided hearing impaired children. The project is designed using a "trainer of trainer" model. The speech-language pathologists are trained to meet local inservice needs of regular educators/special educators/administrators in the areas of assessment, habilitation for the mainstreamed hearing impaired child. (c) Project LIAISON is serving the inservice needs of regular and special educators responsible for limited English proficient, bilingual children, in the areas of identification, assessment and intervention/instruction. Workshops and demonstration assessments are given on a state wide basis to local school districts.

Speech and Language Pathologists

Trainer of Trainers Model

7. MAJOR OBJECTIVES: (a) to meet the inservice needs of the 6000 regular educators in Vermont for training in the management of the communicatively handicapped child; (b) to improve the educational performance of Vermont children with communication disorders, regardless of the primary handicapping condition.

8. DISSEMINATION: Dissemination activities occur on local, state, and nation-wide basis. In Vermont, project sponsored courses, workshops, and inservice sessions are held for speech-language pathologists and audiologists. Information is then disseminated to regular educators, special educators, administrators, and parents. Program description and progress reports are sent to appropriate personnel at the state level and periodically appear in newsletters. Presentations have been made at national American Speech-Language-Hearing Association Conventions.

9. EVALUATION: A modified Discrepancy Evaluation Model (DEM) and Program Plan and Evaluation (PPE) format are used to assess program development and effectiveness. The acquisition of knowledge and skills of program participants is evaluated through questionnaires, evaluations, and observations. Pre and post-test results will demonstrate the effects of the program on the communication skills of children served.

10. PRODUCTS: (a) Series of 3 brochures: Communication Disorders: Identification and Classroom Integration; Speech-Language Pathologists: Our Role in Vermont; Normal Speech and Language Development. (1981); (b) Inservice Packet: The Role of the Speech-Language Pathologist in the Schools. (1981); (c) Inservice Modules: Noise: The School Aged Person, Hearing Aids and FM Auditory Training Systems and the Development of Speech-Language - Reading Skills - Classroom Consideration. Compiled lists of resources for use with the hearing impaired child. Development of a state wide lending library of inservice material; (d) Compiled lists of resources, tests, publications, etc., appropriate for use with the bilingual child.

1. PROJECT NUMBER: 451AH00063
2. TITLE: Vermont's ASSETS (Advanced Systems for Special Education Training of Regular Education Personnel)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901029
5. CONTACT PERSON: Ted Whalen, 411 Waterman Building, University of Vermont, Burlington, VT 05405, (802) 656-3424.

State-wide Delivery System

6. DESCRIPTION: There are two major components in this State-Wide delivery system. First, there is a non-degree component consisting of two sub-components: 1) inservice training to acquire or demonstrate competencies in special education administration leading to certification as a special education coordinator, and increased awareness and understanding levels of competencies for principals and superintendents; 2) inservice training to acquire direct instruction competencies to accelerate the learning rates of children eligible for special education. Second, there is a degree component consisting of two subcomponents: 1) the inservice training of regular classroom teachers in special education competencies leading to an M.Ed.; 2) inservice training in special education competencies leading to an M.Ed. degree and certification as a consulting teacher/learning specialist.

LEA/IHE Collaboration

The delivery model relies heavily on LEA involvement with University collaboration. Through institutes, workshops, courses, direct observation of exemplary practices, visitations, simulations, and other methodologies suited to principles of adult learning, participants will be encouraged to develop and acquire learning objectives related to serving handicapped learners in regular classrooms. Training events range from 2 hours to 45 hours to 90 hours of instructor-student contact time and can include as many as 100 participants or as few as 1. Training is conducted by practitioners, administrators, University personnel, and others.

7. MAJOR OBJECTIVES: The basic goal of Vermont's ASSET project is to increase the number of effective individualized educational plans for Vermont learners eligible for special education services through the following objectives:

1. To increase the number of certified special education coordinators and superintendents and principals with awareness and understanding levels of competencies.
2. To increase the number of teachers and support personnel with direct instruction competencies.
3. To increase the number of regular education teachers with special education competencies.
4. To increase the number of certified consulting teacher/learning specialists.

8. DISSEMINATION: The project has 3 levels of dissemination (local, regional, and national). At the local level, through a regional coordination function, each of 58

districts in the State of Vermont will be reached. At the regional level, through the State Training Council and Manpower Planning Council, each of the other New England States will be reached. Through presentations at the regional and national conferences, other states and national agencies will be reached. Particularly, through participation in the National Inservice Network, other regular education inservice projects will be reached.

The dissemination components incorporated in Vermont's ASSET grant include products and case study reports of special education students successfully demonstrated by regular education personnel; sequences of curriculum objectives designed to be incorporated in IEPs; training modules related to each non-degree and degree components; Program Planning Evaluation Proposals for systems level implementation and administration of special education programs. Tape/slide shows, videotapes, etc. are also prepared.

9. EVALUATION: The basic concepts of the discrepancy evaluation model seem appropriate for the evaluation of inservice training programs. The ASSET staff will adapt the DEM process to generate an evaluation system for the proposed non-degree and degree components to address the following 12 evaluation questions. *DEM*

1) What knowledges and skills are acquired by inservice participants?
2) How many handicapped learners are served by participants?
3) What is extent of their academic or social growth?
4) What proportion of handicapped learners have been placed in less restrictive environments?
5) How many participants enter formal training sequences?
6) How many complete training sequences?
7) How many continue in M.Ed. and non M. Ed. sequences?
8) Are those who actually receive training those who need it?
9) Is the design of an inservice event likely to be successful?
10) Is the inservice delivered as designed?
11) How do LEA personnel control the inservice content, design, and implementation?
12) How independent are LEAs in initiating specific inservice?

VIRGINIA

STATE: Virginia

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	1
Mentally retarded (severe-profound)	0
Learning disabled	1
Emotionally disturbed (moderate)	1
Emotionally disturbed (severe)	0
Orthopedically impaired	1
Blind or sight impaired	1
Deaf or hearing impaired	1
Speech impaired	1
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	1

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Virginia

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1				1200
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher		1				39
Administrators/Supvrs.		1				39
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams		1	1	1	1	24
Other						
Total						1302

1. PROJECT NUMBER: 451CH00209
2. TITLE: Chesterfield/Richmond Inservice Teacher Education for Regular Instructional Areas (Project CRITERIA)
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G00800104
5. CONTACT PERSON: Dr. Rosemary Lambie, Virginia Commonwealth University, Oliver Hall, Room 1040, Richmond, VA 23284, (804) 257-1305

Teams Multiplier-Effect
Elementary

6. DESCRIPTION: A three member team (including an administrator, regular teacher, and teacher of the exceptional student) from each of 39 elementary schools are trained to provide building-level inservice to regular teachers. During the summer, team members from each building assist Project personnel in developing inservice modules to be used by the teams in delivering inservice. The multiplier effect is employed when these 39 teams of three each then train 1200 teachers. The teachers are trained in competencies needed for instructing exceptional students who are in their classes for portions of the school day. The general functions in which they are trained include: strategies for mainstream entry; assessing needs; adapting instruction; managing behavior problems; and peer training.

7. MAJOR OBJECTIVES: (a) Thirty-nine teams of three members per building, including an administrator, regular teacher, and teacher of exceptional students will be trained in the skills necessary to develop and maintain the inservice model; (b) Twelve hundred elementary teachers in Chesterfield and Richmond Public Schools will be trained in competencies needed for educating the mildly handicapped student who is being gradually phased into the regular classroom; (c) There will be a variety of opportunities for communicating aspects of the project with interested professionals in the State of Virginia as well as the larger professional community.

8. DISSEMINATION: Dissemination will include presentations at conferences, a brochure describing Project CRITERIA, and submission of an article to an appropriate journal.

9. EVALUATION: A variety of evaluating procedures will be employed during the implementation of the project. Team members will be administered objective post tests covering the content of the inservice modules. Instructional sequences will be evaluated by field consultants on a written questionnaire. All teachers receiving inservice will evaluate via written questionnaire.

10. PRODUCTS: Modules: (a) Adapting Materials, Instruction, and Assignments; (b) Managing Surface Behavior; (c) Behavior Management; (d) Peer Tutoring; (e) Characteristics, Attitudes and Phasing the Handicapped Child into the Regular Classroom.

1. PROJECT NUMBER: 451CH00061
2. TITLE: Institutionalizing the Training of Special Education Volunteer Consultants
3. SPONSORING AGENCY: NP
4. GRANT NUMBER: G008001530
5. CONTACT PERSON: C.J.Reid, National School Volunteer Program, Inc., 300 North Washington Street, Alexandria Virginia 22314, (703) 836-4880

6. DESCRIPTION: This project proposes to institutionalize the training capacity which NSVP has created during its two year project funded by BEH. In these two years, NSVP has developed considerable competence in its national staff to train educators in techniques and strategies for involving volunteers in the education of handicaped students.

Volunteers

This proposal creates a method for providing intensive training opportunities for increasing numbers of volunteer coordinators and teachers over a three year period. During the first year, NSVP will conduct a training institute for three person teams from six metropolitan school districts in various parts of the country.

Training Institute Teams

By the end of the third year, NSVP will have trained approximately 100 consultants in 30-35 metropolitan areas.

7. MAJOR OBJECTIVES:

a. To train volunteers to assist in the education of mildly handicapped students.
b. To train general and special education teachers in the effective involvement of such volunteers
c. To improve the quality and increase the supply of support personnel at the inservice level concerned with the education of mildly handicapped students.

8. DISSEMINATION: This project intends to provide dissemination in the following ways:

a. create a regionalized network of certified special education volunteer consultants
b. conduct intensive week-long training institutes
c. assist each school district team to conduct a metropolitan conference in their home district
d. co-sponsor state conferences at which there are workshop sessions on the involvement of volunteers in the education of the mildly handicapped
e. participate in national education association conferences
f. through regular NSVP channels (newsletter and national conference)

9. EVALUATION: Evaluation includes the measurement of attainment of the objectives (interviews, participant surveys, session evaluations, on-site observations, technical assistance reports, follow-up surveys) by participating volunteer coordinators and teachers.

virgin islands

STATE: Virgin Islands

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	0

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Virgin Islands

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers						
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./Aides						
Clinicians/Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						

1. PROJECT NUMBER: 451CH00239
2. TITLE:
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G008001302
5. CONTACT PERSON: Iselyne Hennessey, Virgin Islands Dept. of Education, P. O. Box 630, St. Thomas, VI 00801
(809) 774-4339

WASHINGTON

STATE: Washington

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	1
Rural	0
Urban	1
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	1
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 2

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Washington

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Childhood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		110
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./Aides						
Clinicians/Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						110

1. PROJECT NUMBER: 029CH11110
2. TITLE: Facilitative Mainstreaming In-Service Training Project for Regular Education
3. SPONSORING AGENCY: LEA - Seattle School District
4. GRANT NUMBER: 84029
5. CONTACT PERSON: Sally Lorenz, 1330 N. 90th St., SEMAT Center, Wilson/Pacific School, Seattle, WA 98103 (206-587-6315

6.DESCRIPTION: This is a three year (June 1, 1981-May 31, 1984) training grant which focuses upon the inservice preparation of Seattle School District regular education teachers to enable them to assist mainstreamed mildly handicapped students to realize the least restrictive environment provisions of P.L. 94-142. The training is based upon a three-part training module, each of which requires ten hours participant time (total, 30 hours). Training time is flexible, allowing sessions to be tailored to meet staff needs. Training sessions include didactic portions, simulation activities, and application of basic concepts in a practicum (teaching) site. The inservice training handbook given to participants is supplemented with lecture and A.V. presentation.

Inservice for Regular Teachers

Least Restrictive Environment

7. MAJOR OBJECTIVES: The training is sequenced into three modules, each of which have goals and behavioral objectives. A summary of these are: Module I - 1) to be able to describe the learning characteristics and educational needs of each handicapping condition; 2) to be able to list federal and state laws for the education of the handicapped, and relate how they impact. Module II - 1) to be able to list L.R.E. requirements, and criteria for determining a mainstream placement; 2) to be able to list, assess, and teach essential "survival" skills to prepare students for the mainstream. Module III - 1) to be able to make instructional accommodations for the mainstreamed student; 2) to be able to work in a cooperative effort to maintain the handicapped student in the mainstream.

Characteristics of Handicapping Conditions

Individual Educational Management

8. DISSEMINATION: 1) Dissemination shall be districtwide, reaching approximately 1,000 staff. 2) Public presentations at regional and national meetings. 3) Eventual publication of training packages.

9. EVALUATION: Evaluation of the effectiveness of the training will be based on both direct and indirect measures: 1) pre-post training measures; 2) "consumer satisfaction" evaluative measures; 3) % increase in number of mainstreamed students; 4) % increase in successful completion of mainstream classes, special education students; 5) % decrease in number of disciplinary action/absences of mainstreamed students.

10. PRODUCTS: 1) Newly revised teacher handbook, "Facilitative Mainstreaming" (still in revision stage); 2) Training manual to accompany handbook.

1. PROJECT NUMBER: 451CH01086
2. TITLE: Meeting Special Education Training Needs in the State of Washington, 1979-80
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007900849
5. CONTACT PERSON: Niles Wusterbarth, Superintendent of Public Instruction, Old Capitol Building FG-11, Olympia, WA 98504, (206) 753-0317

6. DESCRIPTION: This project provides training on PL 94-142 to special educators, regular educators, and parents. All programs are statewide, are based on a comprehensive needs assessment process and are integrated with both the State Plan for FY 79-80 and on-going long range, sequenced training programs for target groups. Audiences receiving specialized training include: special education teachers, administrators, multidisciplinary teams, paraprofessionals, ancillary staff and secretaries; regular education classroom teachers, art teachers, and vocational teachers; parents; and nonhandicapped students. Trainers are from SEA, other state agencies, IEU, LEA, IHE, and private firms. Training includes follow-up and is conducted throughout the year.

Statewide

Administrators
Paraprofessionals,
Ancillary Staff

Year-long
Training

7. MAJOR OBJECTIVES: (1) Special Education Staff: To enhance the quality of educational programming for handicapped children as determined by monitoring data. This will be accomplished through four programs:

a. Continued cooperation with the state CEC federation to deliver training in an ongoing manner to special education teachers on instructional techniques, periodic and ongoing testing and evaluation, and on the state's new funding system.

b. Continued collaboration with the University of Washington to train current special education administrators in systematic procedures necessary to implement programs to meet the needs of special education students in their districts.

c. Initiation of a series of training-technical assistance programs for all special education personnel, to present and implement in phases a new set of state rules and regulations on special education; and

d. Expansion of early childhood teacher training to enable the transition to full service to 3-5 year olds by OSPI and to 0-2 year olds by the DSHS Bureau of Developmental Disabilities.

(2) Severely-Profoundly Handicapped: To promote quality educational programs for the severely-profoundly handicapped. This will be accomplished through:

Severely
Handicapped

a. A competency-based interdisciplinary inservice program for teams working with these children in the public schools; and

b. Training for paraprofessionals working with these children on teaching techniques.

(3) Ancillary Staff: To provide quality training to support an ancillary staff (psychologists, communication disorders' specialists (CDS), social workers, school nurses, O.T., P.T.) to enable them to functionally participate in the educational assessment, programming, and evaluation procedures of handicapped children. This will be accomplished by a series of ongoing workshops which will be based on the new state rules and regulations requirement to focus more on educational need.

(4) Secretaries: To train local special education secretaries on policies, procedures, forms, reporting requirements, correspondence, etc. related to state and federal requirements for local compliance with legislation and regulations. This will be accomplished through regional workshops.

(5) Regular Education Personnel: To increase the effectiveness of regular educators to program for handicapped children in regular classrooms and regular schools. Monitoring data will be the primary measure of success at the state level. This will be accomplished through four programs.

a. Continued cooperation and coordination among colleges and universities, teacher associations, and the state office to revise current course offerings and develop new ones;

b. Continued collaboration with the Regional Resource Center on Washington State's long range, developmental training program for regular education teacher training on P.L. 94-142;

c. Continued expansion with the Association of Washington School Principals (AWSP), of the training program to develop building level leadership skills toward implementation of P.L. 94-142 and Section 504; and

Leadership Skills

d. Continued liaison with the Washington State School Directors Association (WSSDA) which is the state association of school board members, to assist in the development of local policy to implement P.L. 94-142 and Section 504.

Local Policy Development

(6) Physical Education Teachers: To provide an appropriate physical education program for all handicapped children. This will be accomplished through:

Physical Education Teachers

a. Coordination with the BEH-funded project at the American Alliance for Health, Physical Education, and Recreation (AAHPER), the Washington Association for Health, Physical Education and Recreation (WAHPER), and the BEH-funded grant at Washington State University, of a long-range series of ongoing workshops statewide to initiate, plan, and develop training in the modification of existing physical education programming to more fully accommodate handicapped children; and

b. Continued development and dissemination of the state's adaptive physical education curriculum to physical education teachers.

Art Teachers

(7) Arts Education Teachers: To infuse art education and appreciation into the school curriculum for handicapped children. This will be accomplished through local and state liaison with the National Committee-Arts for the Handicapped to implement model programs which incorporate art forms in the education of handicapped children.

Vocational-Career Teachers

(8) Vocational-Career Education: To provide vocational instructors with the skills and knowledge necessary to adequately train handicapped students with the nonhandicapped and promote systematic career education programs in special education classes. This will be accomplished through three programs.

a. Long-range planning with the OSPI Division of Vocational, Technical, and Adult Education Services to incorporate handicapped students in existing programs;

b. Regional training programs to assist teachers in the implementation of P.L. 94-142 in vocational-career education classes; and

c. Development of a curriculum guide for career education for the handicapped, with initial field testing.

Parents

(9) Parents: To increase the quantity and quality of parental involvement in the educational process of their handicapped child. This will be accomplished through five programs.

a. Continued replication and expansion of training programs cosponsored by the Governor's Committee on Employment for the Handicapped to train parents first in an overview of P.L. 94-142, then on specific follow-up focused areas (e.g., IEP process, assessment) and finally assist in the formation of lines of communication and local parent self-help groups;

b. Continued support and expansion of a parent training program at Central Washington University, in collaboration with several local school districts from across the entire state, to provide training for parents of low-incidence handicapped children (e.g., visually impaired, multiply handicapped, hearing impaired) in areas of unique need to them, such as more specific assessment and programming information relevant to their children's handicaps;

c. Continued support of a statewide parent and community relations program which develops and distributes numerous training materials, organizes and conducts workshops, coordinates a speakers' bureau and generally develops greater community awareness and involvement in special education; and

d. Development and distribution of a single guide on due process by parent advocacy groups working with local administrators which will fulfill the federal requirement (P.L. 94-142, para 121a. 504-505) that local districts provide parents with "a full explanation of all procedural safeguards available" to them.

e. Development of two regional IEP fairs where parents receive an individual review of their child's IEP and small group meetings and training sessions. The fairs will be cosponsored by parent groups and administrators together.

Forum

(10) Forum: To provide an opportunity for parents, teachers, principals, administrators and other educators to meet together and share and listen to each other's concerns about local special education issues, to begin increasing effective communication among groups which too often become polarized and unproductive. This will begin with small, established groups and grow from there.

Nonhandicapped Students

(11) Nonhandicapped Students: To train nonhandicapped students on individual differences and other related special education issues to enhance their awareness, understanding and support of programs designed to incorporate handicapped children in the least restrictive environment. This will be accomplished primarily through volunteer coordination activities on a pilot basis, with those interested receiving training in skills and successful techniques working in schools and classrooms, and then evaluating results.

8. DISSEMINATION: All state training activities are abstracted, compiled, and distributed statewide each year, to LEAs, IEUs, IHEs, and all who request it. This compendium and its contents are utilized also in state monitoring-TA endeavors, in developing the state training plan and in monthly regional administrator meetings. In addition, material is provided to all national dissemination projects. Further information will be provided to all who request it.

DEM

9. EVALUATION: Discrepancy Evaluation Model guides evaluation, utilizing monitoring data, participant feedback and follow-up review and new needs assessment data. Evaluation is ongoing in phases of design, input, process and outcome. Measures are used to evaluate comprehensiveness of programs as well as their consistency across groups.

WEST VIRGINIA

STATE: West Virginia

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	1
Bilingual	0
Rural	1
Urban	1
Native American	0

Sponsoring Agency	Number of projects
Institutions of higher education	1
State education agencies	0
Intermediate education unit	0
Local education agencies	0
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: West Virginia

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1			18
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher			1			4
Administrators/Supvrs.		1	1			2
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors						
Physical Ed. Teach.						
Music & Fine Arts. Teach.						
Volunteers						
Parents						
School Brds.						
Teams						
Other						
Total						24

1. PROJECT NUMBER: 451AH00008

2. TITLE: Exceptional Children in the Regular Classroom

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900955

5. CONTACT PERSON: Dr. Allen Blumberg, Karen Annoni, Charlotte Mabry, or Molly McClure Dept. of Special Education W.VA. College of Gratuate Studies Institute, W.VA. 25112, (304) 768-9711 ext. 264

Rural

6. DESCRIPTION: An inservice program specifically designed to meet the needs of regular classroom teachers serving handicapped children has benefits other than imporved direct services. An inservice program carried out by faculty of a graduate college and regional specialists extends the expertise of professional educators to a wider percentage of field based educators. The proposed inservice model additionally offers teachers an opportunity to receive graduate credit for paid inservice time, thus enhancing incentive on the part of participants. An inservice program targeted for the identified 16 counties of West Virginia will assist in meeting the mandates of 94-142 and the mandates of the comprehensive state educational plan. By training regular classroom teachers to meet the needs of the mildly handicapped in their classrooms, special education personnel will be more available for crisis intervention within the regular classroom and will be able to provide more intensive services for the more severly handicapped child.

Teleconference Format

7. MAJOR OBJECTIVES: 1. To familiarize principals and teachers with the definitions, characteristics, and needs of exceptional children within a developmental framework; 2. To decrease resistance to the mainstreaming concept by familiarizing principals and teachers with the exceptionalities; 3. To facilitate a process model for curriculum modification and the writing of Individual Educational Plans (IEP's); 4. To increase awareness of available resources for assistance in planning for exceptional children; t. To increase awareness of available references for teaching exceptional children; 6. To increase the exposure of educational specialists and faculty in higher education to the problems and needs of field-based educators in southern W.VA.; 7. To provide an incentive for active participation in the inservice program.

8. DISSEMINATION: Will be disseminated through the RESA's in the State of West Virginia, The Division of Special Education, W.VA. Dept. of Education, State of West Virginia and the Bureau of the Handicapped.

9. EVALUATION: Evaluation of the inservice project will be four-fold. First, teachers will be pre- and post-tested on the content covered in the training sessions and the workbook. Second, the monthly sessions held by teachers will involve evaluation activities provided for in the workbook. Third, teachers will be asked to complete an evaluation form during the final inservice session. Fourth, principals and administrators involved in the project will be asked to evaluate how effectively mainstreaming has been implemented in their respective schools and what impact they feel the inservice project has had on this implementation.

10. PRODUCTS: This project will provide a model for training regular classroom teachers to work with exceptional children. The model is of an inservice training design. At the present, there are models available for teaching this course.

WYOMING

STATE: Wyoming

Populations addressed by training

Disability Areas	Number of projects
Educable mentally retarded	0
Mentally retarded (severe-profound)	0
Learning disabled	0
Emotionally disturbed (moderate)	0
Emotionally disturbed (severe)	0
Orthopedically impaired	0
Blind or sight impaired	0
Deaf or hearing impaired	0
Speech impaired	0
Full spectrum of disabilities	1

Special Populations	Number of projects
Minority	0
Bilingual	0
Rural	0
Urban	0
Native American	1

Sponsoring Agency	Number of projects
Institutions of higher education	0
State education agencies	0
Intermediate education unit	0
Local education agencies	1
Others	0

Total: 1

Note: Totals for the above tables do not necessarily correspond to the total number of projects in the state. The discrepancy is due to multiple listings, inappropriateness of some questions to a particular project, or missing data.

STATE: Wyoming

	Number of Projects Training at Each Level					Total Number of Trainees
	Early Child hood	Elementary	Middle or Jr. High	High School	Local or State	
Regular Cls. Teachers		1	1	1		32
Consulting Teachers						
Resource Rm. Teach.						
Sp. Class Teacher						
Administrators/Supvrs.						
Paraprof./ Aides						
Clinicians/ Therapists						
Psychlgts.						
Counselors		1	1	1		1
Physical Ed. Teach.		1	1	1		1
Music & Fine Arts. Teach.		1	1	1		1
Volunteers						
Parents						
School Brds.						
Teams						
Other			389			
Total						35

1. PROJECT NUMBER: 451AH00613
2. TITLE: Regular Teaching Inservice: Developing a Cadre of Local Teaching Personnel for Educationally Handicapped Students
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G007901288
5. CONTACT PERSON: Dr. David M. Kirk, Fremont County Educational Resource Center-South, 863 Sweetwater St., Lander, WY 82520, (307) 332-3784

6. DESCRIPTION: This project is designed to train regular classroom teachers to work with educationally handicapped students in the regular classroom. Through three one-week summer workshops (Methods of Teaching the Educationally Handicapped; Curriculum Development for the Educationally Handicapped; and Career and Vocational Education for the Educationally Handicapped) a rationale for working with handicapped students in the regular classroom will be developed. Throughout the year each teacher will be involved in three practicum settings. Additionally, a seminar will be held monthly throughout the school year.

Summer Workshops,

Practicums,

Seminars

7. MAJOR OBJECTIVES: The objectives of this project are as follows: (a) To utilize principles of behavior management in working with handicapped; (b) To evaluate, select, and use instructional resources for handicapped students; (c) To apply principles of career development in the teaching process; (d) To demonstrate competence and knowledge of career education and vocational education theories in working with handicapped students.

Career Development

8. DISSEMINATION: The project intends to disseminate information throughout the county and the state of Wyoming, as well as at the national level. Activities will include public presentations, news releases and progress reports.

9. EVALUATION: The Rucker-Gable Attitudinal Scale will be administered on a pre and post test basis to all teachers involved in the project. Open ended questionnaires will be used to evaluate the workshops, practica, and seminar activities. A pre and post test based on identified competencies will be used.

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